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ABSTRACT

The 16 conference papers are: Continuing Education History of Pennsylvania State University Associate Degree Graduates; A Mere Matter of Words (defining adult education); History of Adult and Continuing Education in Vocational Education; Adult and Continuing Vocational Education: Past, Present, and Future; Lifelong Learning: A Systematic Approach in Health Occupations Education; The Role of the Area Vocational-Technical School and the Community College in Continuing Education and Community Services; Continuing and Adult Education: Role of the Community College; Implementing a Management-by-Objectives System; Problems in Counseling the Vocational Adult and Continuing Education Student; Continuing and Adult Education in Correctional Institutions; The Changing Role of Adult and Continuing Education for Women; The Role of the Private Junior College in Continuing and Adult Education in Vocational Education; Client Influence on Organizational Priorities: The Role of Adult and Continuing Education in Vocational Education in the Urban Community College; The Role of Research in Adult Vocational Education; The Implications of Adult and Continuing Education; and Rural and Migrant Health Aides: Expanding Health Occupations Curricula at the Postsecondary Level. A conference evaluation (based on a questionnaire included in the appendix) and the conference format, speakers, registration list, and advisory committee list are included. (AG)

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Sixth Annual Pennsylvania Conference on Postsecondary Occupational Education: Continuing and Adult Education in Vocational Education

Angelo C. Gilli, Sr.
Editor

U.S. DEPARTMENT OF HEALTH,
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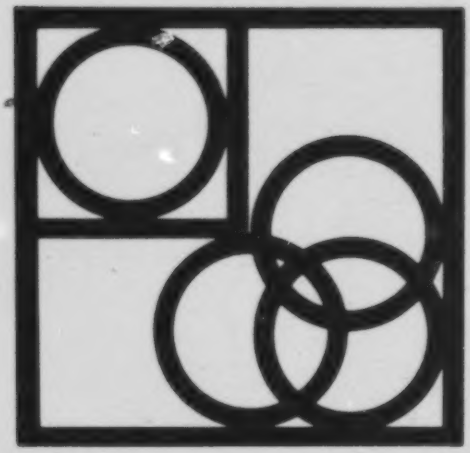

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Foreword

The deeply rooted trend of American postsecondary education to reach out to an ever widening clientele is nowhere clearer in recent years than in the rise of adult enrollments in the nation's postsecondary institutions.

This new clientele—older, more persistent, more pragmatic, with varying levels of education, occupations, and goals—is making demands for new services and new structures in curricula, delivery systems, counseling, and teaching-learning in general. In this technological society, learning is coming to be recognized as a lifelong process for career and personal development.

The Vocational Education Act of 1963 and the 1968 Amendments have begun to establish new priorities that emphasize contemporary and future job demands and training needs and specify a definite percentage of funds to be expended at the postsecondary level.

These demands are beginning to overreach the boundaries of adult and continuing education. Thus, it behooves the vocational educator to look into the implications of these new demands for vocational education. This conference, "Continuing and Adult Education in Vocational Education," attempts to focus on one major set of those implications.

We believe the papers generated for and by this conference and contained in this volume of the proceedings will be most useful to those who are concerned with serving the adult student's needs in vocational—and postsecondary—education.

G. Lester Anderson
Director
Center for the Study of Higher Education

Preface

The papers presented in this monograph have evolved from the Sixth Annual Pennsylvania Conference on Postsecondary Occupational Education. Each year participants from the previous conference are asked to suggest the theme for the following year. With this input from the participants of the fourth annual event, "Continuing and Adult Education in Vocational Education" was selected as the theme this year.

In addition to the presentations at the conference itself, several papers from recognized educators in the field related to this theme were solicited. Dr. Arthur Oswald prepared a thought-provoking paper on the role of continuing and adult education in urban community colleges, much of which was derived from an earlier national study of urban two-year colleges in which he was deeply involved. The role of research in adult vocational education, a seldom considered topic, was treated in a masterful way by Dr. O'Reilly. This is followed by a well-organized presentation of the implications of adult and continuing education by Dr. Glenn. The utilization of several principles of adult education for developing and expanding health occupations programs for rural and migrant health aides was the subject of a provoking paper by Dr. King.

As usual, the conference was evaluated by utilization of a questionnaire. The results of this effort are presented in the final section by Edward Mann. Several other graduate students provided papers related to this important theme. Ms. Lewis wrote on contemporary concerns in adult and vocational education and Ms. Robinson provided a brief history of adult and continuing education in the United States.

Thanks is offered by this writer to the advisory committee (see Appendix C) and to the several graduate assistants who helped to keep the conference flowing smoothly, particularly Edward Mann. A note of special thanks to Ms. Anna DeSantis, who assisted throughout the planning and conduct of the conference and in the preparation of the monograph. Lastly, acknowledgement and appreciation for financial support of the annual event is given to Penn State's Center for the Study of Higher Education and the Department of Vocational Education, which received funding from the Pennsylvania Bureau of Vocational Education.

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CONTINUING EDUCATION HISTORY OF PENNSYLVANIA STATE UNIVERSITY ASSOCIATE DEGREE GRADUATES

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No type of education can be considered "terminal" during this period of rapid changes in the national economy and technology. The time when secondary school and community college educational programs could be dichotomized into "college preparatory" and "work preparatory" is behind us. The realization that educational endeavors ought to go on either continuously or periodically in the lives of all our citizens is manifested by the very substantial growth of continuing and adult education in recent years. Other indications of societal concern for this aspect of an individual's personal-vocational development include the now common concepts of the external degree, university without walls, credit for relevant experience, and a host of kindred activities.

When first conceived about 75 years ago, associate degree programs consisted of the first two years of the traditional senior college, and were meant to screen out the academically less qualified from the last two years of baccalaureate programs. This view has changed of late, particularly during the last decade (Gilli 1974). The associate degree is viewed in many places as a legitimate academic award for graduates of two-year vocational, as well as academic, postsecondary programs. With the broadening of the associate degree, some educators contend that differences between graduates of "academic" and "vocational" associate degree programs can be established on the basis of their post-associate degree educational histories. Such a distinction can be disputed, and an answer in terms of follow-up continuing education histories of associate degree graduates needs to be made.

With the above dispute in mind, a study was undertaken of Pennsylvania State University associate degree graduates to determine the extent to which vocational associate degree program graduates attempt to further their education. The major research question can be expressed as follows: To what extent do graduates of vocational associate degree programs participate in continuing education?

An examination of these results, in comparison to some national data on the number of community college graduates who transfer to senior colleges, provides some confirmation of the contention that associate degree vocational program graduates are no more educationally terminal than nonvocational two-year graduates.

Review of the Literature

There has been some question about the differences and similarities between continuing and adult education (Verner 1964, p. 50; Burch 1971, p. 50; Murphy 1969). Many educators tend to use the two terms interchangeably. This study will follow this practice and use the term continuing education throughout. Continuing education is an open system of providing education for sundry reasons for sundry individuals in sundry institutions and places. Institutional sponsorship of such endeavors have been and are expected to expand (Knowles 1962, p. 249). One recent estimate placed the number of persons actively involved at 25 to 30 million postsecondary individuals, with more than three-fourths involved with noncollege type institutions (Troutt 1971). These institutions include churches, community organizations, business-industry, governmental agencies, the military, and the public and private secondary and postsecondary schools (Kleis and Butcher 1969).

For the purpose of this study, continuing education consists of courses taken for credit or noncredit beyond the last degree held by the respondent. With this delimitation, the investigator was able to categorize the types of courses, as discussed in the methodology section. This type of continuing education activity on the part of post-associate degree graduates is probably pursued for one or more of the following reasons:

1. Upgrading. The graduate seeks to move up the occupational ladder by acquisition of more knowledge, skills, and possibly a higher degree.
2. Updating. The worker returns to school in order to keep abreast of new developments in his occupation.

3. Change of occupation. A number of persons seek to move into another occupation, which requires retraining or education in another subject area.
4. Maturation-avocation. After an individual has acquired occupational stability, he may desire other educational experiences to broaden his view of the world and his own life.

This study did not identify the reasons why graduates took the post-associate degree courses that they did. On the other hand, it did identify courses taken by subject category (with and without credit). Also, the number who had already earned baccalaureate degrees and those actively working toward a bachelor's degree were ascertained. The identification of continuing education efforts in terms of these factors helped to determine reasons behind the course-taking, as pointed out in the findings section.

The Study

Research Question

The major research question of this study was: To what extent do graduates of vocational associate degree programs participate in continuing education?

Participation in continuing education in this study was restricted to taking courses (credit and noncredit) in seven generic categories, which are described in the following section. It should be pointed out that some of the sample could have been involved in other activities that would fall within the definition of continuing education used here but were beyond the scope of this inquiry.

Population and Methodology

The findings reported in this study are derived from a questionnaire sent to 33 percent of the more than 10,000 associate degree graduates (1955–71) of The Pennsylvania State University. The total usable sample exceeded 1,700 graduates, with most of them completing their associate degree work during the past five years. The curriculums in which graduates were queried were Electrical Engineering Technology (EET), Drafting Design Technology (DDT), Business (BUS), Retailing (RTL), Surveying Technology (SRT), and Forest

TABLE 1
SAMPLE BY GRADUATION YEAR AND CURRICULUM

Year of Graduation	Total Number of Graduates	Sample N	Curriculum					
			DDT	EET	BUS[a]	RTL[a]	FORT[a]	SRT[a]
1955	205	18	9	9				
1956	226	23	14	9				
1957	367	41	19	22				
1958	450	54	39	15				
1959	437	59	37	22				
1960	478	52	29	23				
1961	405	39	21	18				
1962	449	44	19	25				
1963	544	55	34	21				
1964	497	45	21	24				
1965	601	60	31	29				
1966	636	62	30	32				
1967	717	64	35	29				
1968	920	62	33	28		1		
1969	964	85	46	36	2			1
1970	1050	124	37	50	21	6	3	7
1971	1120	110	37	28	25	3	7	10
Totals	10,066	997	491	420	48	10	10	18

[a]First graduates in 1968.

Technology (FORT). The distribution of the sample by graduation year and curriculum is displayed in Table 1.

This was the second follow-up conducted in a longitudinal study of Pennsylvania State University associate degree graduates. The overall concern in the study dealt with obtaining information about the graduates of the curriculums indicated. Two of these programs (EET and DDT) have had associate degree graduates since 1955, while the other four have had graduates only since the late 1960s. The study is restricted to graduates from programs that have had a minimum of 75 graduates up to and including the 1971 graduation class. The kind of information sought in this study dealt with continuing education characteristics.

The Sample and the Respondents

One part of the sample, the 1955 through 1969 graduates, was used in the first phase of the follow-up study which was conducted in 1969-70 (Gilli 1971). They were originally selected on a stratified random basis where strata were year of graduation and curriculum. For the present study, a similar sample of the 1970 and 1971 graduation classes was added.

After final selection of the sample and revisions of the questionnaire, it was mailed to 1,748 graduates. (See Table 1 for sample distribution by curriculum and graduation year.) A strategy was inaugurated (Gilli 1971) in which a series of several follow-up letters was sent to increase the rate of response. About 57 percent of the respondents returned their questionnaires (see Table 2), while another 4.4 percent were declared "undeliverable" by postal authorities. This entire procedure took about 4.5 weeks. The final rate of response by curriculum is shown in Table 2.

TABLE 2
RATE OF RESPONSE BY CURRICULUM

Curriculum	Number Sent	Number Returned[a]	Percent Returned
Electrical-Engineering Technology (EET)	665	420	63.2
Drafting Design Technology (DDT)	813	491	60.4
Business (BUS)	203	48	23.6
Retailing (RTL)	21	14	66.7
Forest Technology (FORT)	20	6	30.0
Surveying Technology (SRT)	26	18	69.2
Total/Average	1,748	997	57.3

[a] The number of usable returns.

In order to determine, to some extent at least, whether those who did not respond were "different" in terms of answers to the questionnaire items, 10 percent of the nonrespondents were randomly selected and contacted by telephone. Sixty graduates were contacted in this manner, and 54 of them (90 percent) responded with completed questionnaires (29 EET, 20 DDT, and 6 from the other programs).

From the first 25 percent of the respondents, 54 graduates were randomly selected. Also, 54 graduates were randomly selected from the last 25 percent of the respondents. Comparisons of selected responses between these two responding groups and the telephone follow-up group were made.

This was accomplished in the following manner: A test among the three types of groups mentioned on the six selected questions was conducted. The analysis of variance for five of the six questions showed no difference among the three groups (early respondents, late respondents, telephone respondents). In one of the analyses, a difference among the three groups was established. Using a follow-up test of possible t-tests (ANOVES/ANOVUM 1971), it was found that the telephone group differed from the early and late responding groups. However, the overall ANOVA that uncovered the difference among group means violated the assumption of homogeneity of variance and therefore should be interpreted with caution. This enabled us to at least suspect that there were no significant differences between: (a) early and late respondents, (b) late respondents and nonrespondents, or (c) early respondents and nonrespondents in terms of the questionnaire topics. Having identified this likely homogeneity, we proceeded to analyze the data received.

The Questionnaire

Many of the items included in the questionnaire were obtained from the faculty in the several curriculums. Included among the topics common to all graduates were questions related to courses taken since receipt of their last degree. This was considered to be the continuing education component of the study. Courses and items included were stated in the following manner:

Courses Taken Since Completing Your Last Degree

A. mathematics (algebra, geometry, calculus, differential equations, statistics, etc.)—number of credit hours for credit and noncredit courses;

B. biological and physical sciences (physics, chemistry, geology, botany, zoology, etc.)—number of credit hours for credit and noncredit courses;

C. social sciences (sociology, history, psychology, anthropology, economics, political science, etc.)—number of credit hours for credit and noncredit courses;

D. humanities (English, literature, foreign languages, philosophy, etc.)—number of credit hours for credit and noncredit courses;

E. fine arts (music, painting, sculpture, ceramics, etc.)—number of credit hours for credit and noncredit courses;

F. courses directly related to your associate degree program (example—finance course by a business graduate, etc.)—number of credit hours for credit and noncredit courses;

G. other courses—number of credit hours for credit and noncredit courses;

H. courses completed by me were paid for (employer paid for all; employer paid for more than half; I paid for all; I paid for more than half; G. I. Bill paid for all; G. I. Bill paid for more than half; all were paid for by other means; more than half were paid by other means; none of the above);

I. courses taken by me since completing the associate degree were (all taken on company time; more than half taken on company time; all taken on my own time; more than half taken on my own time).

The mean value of response to each of these questions, as well as a number of relationships between these and other questionnaire topics, is examined in the findings section.

The Findings

A. Continuing Education Profiles for the EET Groups

The seven course area profiles for the EET graduation groups reveal some very clear-cut, salient points. The continuing education emphasis for 8 of the 17 graduating classes was found to be in mathematics. The course area "directly related to associate degree program" received the greatest amount of attention (as expressed in mean credit hours) for 5 of the classes, while the major category for the class of 1963 was social science. Two classes had their highest overall means in the "other" course category.

Viewing the 17 EET profiles as a whole, the major continuing education efforts were in the categories of "mathematics" and "directly related to associate degree programs."

B. Continuing Education Profiles for the DDT Groups

Ten of the 17 graduation classes had their highest mean continuing education activities in the math category. The next largest (three graduation groups) was the "other" category. Social science was the chief selection for two other classes, but in both cases the means were only slightly higher than the math category. The accumulation of continuing education courses by the last two classes was not sufficient to establish trends.

Each of the categories, with the exception of fine arts, occupied second place in at least one of the profiles. Second and third place were most often made in the "other" and "directly related to the associate degree program" categories.

Viewing the 17 DDT profiles as a whole, the main continuing education efforts were found to be in mathematics and those courses related to the occupational specialization.

C. Continuing Education Profiles for the Other Graduation Groups (Business, Forest Technology, Retailing, and Surveying Technology)

The continuing education profiles for the three business classes displayed no clear-cut trend. One class focused on social sciences, while another selected courses directly related to their associate degree program. The only class profile for the forest technology program (1970) showed its continuing education efforts concentrated in the "mathematics" and "directly related to associate degree" categories. The major continuing education efforts of the two retailing program classes were in the "other" course category.

The only surveying technology group with a continuing education profile showed its main continuing education activities to be in the mathematics and humanities categories.

Because these four curriculums have only a few graduation groups, no discernible continuing education trend was found.

D. Continuing Education Profiles for All Graduates by Class

When masking curriculums by examining all graduates for each graduation class, the trend denoted earlier was much in evidence. The majority of the classes (12) focused on mathematics as their heaviest continuing education activity. For three classes, the greatest amount of continuing education courses were in the "other" category. No clear-cut trend was apparent for the last two classes (1970 and 1971), since these graduates had not been out long enough to accumulate sizable continuing education credit hours.

Although mathematics was most popular in terms of credit hours, the "directly related to their associate degree programs" category was the second or third most active category for most of the classes. There was measurable activity in the social science and biological and physical science categories, but it was consistently lower than the three mentioned above. In most years fine arts bottomed out, followed closely by courses in the humanities category.

E. Some Relationships Between Continuing Education Courses Taken and Several Other Variables

Using the Pearson Product Moment Correlation Statistic, several relationships were examined.

The first relationship examined was between year of graduation (1955-71) and hours completed in each of the seven continuing

TABLE 3

RELATIONSHIP BETWEEN YEAR OF GRADUATION AND HOURS COMPLETED IN CONTINUING EDUCATION SUBJECT AREAS FOR ALL GRADUATES

Course Category	Correlation Coefficient	Significance
Math		
Credit	–0.0332	NS
Noncredit	–0.0421	NS
Bio.-Phy. Sci		
Credit	–0.0515	–.1
Noncredit	–0.1073	–.001
Soc. Sci.		
Credit	–0.0508	–.1
Noncredit	–0.2223	–.001
Humanities		
Credit	0.0250	NS
Noncredit	–0.0047	NS
Fine Arts		
Credit	0.0168	NS
Noncredit	–0.0127	NS
Directly Related		
Credit	0.0449	NS
Noncredit	–0.0059	NS
Other		
Credit	0.0272	NS
Noncredit	–0.0526	–.1

TABLE 4

RELATIONSHIP BETWEEN YEAR OF GRADUATION AND CONTINUING EDUCATION COURSE HOURS COMPLETED FOR THOSE WITH ASSOCIATE DEGREE ONLY

Course Category	Correlation Coefficient	Significance
Math		
Credit	−0.3531	+.001
Noncredit	0.0422	NS
Bio.-Phy. Sci.		
Credit	−0.3536	+.001
Noncredit	0.0365	NS
Soc. Sci.		
Credit	−0.3898	+.001
Noncredit	0.0546	+.1
Humanities		
Credit	−0.2696	−.001
Noncredit	0.0423	NS
Fine Arts		
Credit	−0.1296	−.001
Noncredit	0.0197	NS
Directly Related		
Credit	−0.2723	−.001
Noncredit	0.0638	+.05
Other		
Credit	−0.2701	−.001
Noncredit	0.0852	+.01

education course categories (see Table 3). Since there were two components in each course category (credit and noncredit courses), a total of 14 relationships were examined. Only 5 of these were significant at the .001 to 0.1 levels, and the correlation coefficient values ranged from a low of −.05 to a high of −.22 (see Table 3). With such low values it can be assumed the relationships were not strong.

The second relationship examined was between year of graduation and hours completed in the continuing education course categories and was restricted to those whose academic award was the associate degree. When sorting out the sample in this manner, 10 of the 14 relationships were found to be significant between the 0.1 and .001 levels. But, as in the first case, the significant correlation coefficients were not very large, ranging from −.05 to −.35. The slightly larger values indicated only mildly stronger relationships (see Table 4).

The third relationship was between year of graduation and hours completed in the continuing education course categories and was restricted to those whose highest degree was the baccalaureate or above. The sample size was 159. Even less impressive results were obtained, with only two significant relationships (both at the 0.1 level). In both cases the correlation coefficient was about 0.14, again indicating rather weak relationships (see Table 5).

F. Other Findings

The following general statements were derived:

1. Of the sample, 55.4 percent had taken at least one course since the completion of their associate degree.

TABLE 5

RELATIONSHIP BETWEEN YEAR OF GRADUATION AND CONTINUING EDUCATION COURSE HOURS COMPLETED FOR THOSE WITH BACHELOR'S DEGREE OR ABOVE

Course Category	Correlation Coefficient	Significance
Math		
Credit	0.1184	NS
Noncredit	–0.0378	NS
Bio.-Phy. Sci.		
Credit	0.0884	NS
Noncredit	erroneous data	NS
Soc. Sci.		
Credit	0.0029	NS
Noncredit	–0.0364	NS
Humanities		
Credit	0.0066	NS
Noncredit	0.1330	+.1
Fine Arts		
Credit	0.0157	NS
Noncredit	–0.0403	NS
Directly Related		
Credit	–0.1034	NS
Noncredit	–0.0471	NS
Other		
Credit	0.1439	+.1
Noncredit	–0.0401	NS

TABLE 6
METHOD OF FINANCING COURSES COMPLETED

	All Graduates		Graduates Currently Working Toward Another Degree		Graduates Who Have Taken at Least One Course Since A.A.	
Method of Financing	N	%	N	%	N	%
Employer paid for all	154	27.5	57	26.9	145	32.7
Employer paid for more than half	148	26.4	59	27.8	123	27.7
I paid for all of them	75	13.4	34	16.0	64	14.4
I paid for more than half	28	5.0	13	6.1	23	5.2
G.I. Bill paid for all of them	45	8.0	23	10.8	38	8.6
G.I. Bill paid for more than half	24	4.3	9	4.2	18	4.1
All were paid by other means	23	4.1	13	6.1	19	4.3
More than half were paid by other means	0	0	0	0	0	0
None of the above	63	11.3	4	1.9	14	3.2
Total	560		212		444	

2. Of the sample, 22.8 percent were working toward another degree at the time they were queried.
3. Of those presently working toward another degree, 36.2 percent were full-time students; the other 63.8 percent were part-time.
4. Of the sample, 11.6 percent had completed the bachelor's, 1.5 percent the master's, and 0.8 percent the doctorate.

Another question asked related to who paid for the continuing education courses. The responses to the nine possible answers are shown in Table 6. Of interest to continuing educators is that over half of the courses taken since graduation by all the graduates were either totally or partially paid for by their employers.

On the other hand, the results showed the great majority of the graduates took continuing education courses on their own time, as displayed in Table 7.

TABLE 7

COURSES TAKEN ON COMPANY TIME OR ON OWN TIME SINCE COMPLETING THE ASSOCIATE DEGREE

Time Taken	All Graduates N	All Graduates %	Graduates Currently Working Toward Another Degree N	Graduates Currently Working Toward Another Degree %	Graduates Who Have Taken at Least One Course Since A.A. N	Graduates Who Have Taken at Least One Course Since A.A. %
All taken on company time	72	9.8	1	.4	53	8.2
More than half taken on company time	54	7.4	5	1.9	38	5.9
All taken on own time	552	75.5	252	93.7	508	78.3
More than half taken on own time	53	7.3	11	4.1	50	7.7
Total	731		269		649	

The preceding data show that the amount of continuing education taken by the associate degree graduates is considerable and that much of it is supported by employers. The following section draws conclusions and proposes suggestions based upon these findings.

Conclusions and Suggestions

The findings provide a basis for examination of the continuing education activities of a selected group of associate degree graduates in several ways.

It can be said that continuing education is an important activity for these graduates, as evidenced by the fact that 55 percent of them took one or more continuing education course since graduation. Furthermore, about 14 percent had already earned degrees beyond the associate, and another 36 percent indicated they were working toward a higher degree.

Upon examination of courses taken by graduates of all years and all curriculums, continuing education courses in the generic area of fine arts are of virtually no interest to this sample. This was found to be equally true of all the graduates (regardless of curriculum and the time since graduation). Therefore, the belief that the older graduates, after "plateauing off" in their careers, would turn to continuing education courses of an avocational nature is not supported by their participation in fine arts courses.

Courses in the mathematics category were the most often selected continuing education activity. Furthermore, they held a strong second place in most of the groups where another category received a higher average. From this, it is reasonable to conclude that course-taking in the area of mathematics, particularly the formal type in which academic credit is provided, is the most frequent continuing education endeavor for those who elect to take courses after they receive their associate degree.

Another observation is that courses in the "other" category are second in popularity for several of the graduation groups. When designing the questionnaire, this was intended to be a catch-all category for those continuing education courses that could not be conveniently placed in any of the six categories. Because of the nonspecificity of this category, it is impossible to clarify from the data just what would fall within this rubric. A conclusion one might draw from this observation is that graduates who participate in continuing education engage in a considerable amount of course work with topics that don't fall within the conventional course categories. Course-taking in the categories of biological-physical sciences and social sciences were the third most frequently taken.

It is difficult to conclude *why* courses in the "other" and biological-physical sciences and social sciences were taken. One can conjecture that the graduates had professional advancement goals in mind, since courses of these varieties are commonly included in the third and fourth years of the kinds of baccalaureate programs to which these graduates would aspire. Continuing education courses in the fine arts and humanities categories were not popular with this sample, regardless of graduation year or curriculum. The above conjecture that graduates use continuing education as a vehicle for additional occupational preparation and promotion agrees with this finding, since courses in fine arts and humanities are least likely to fit into such a plan. From these conclusions the following suggestions appear to be in order.

Suggestion 1: Since continuing education is apparently utilized to a considerable extent by many of the associate degree graduates for professional growth and advancement, courses in the categories of mathematics, biological-physical sciences, and social sciences should be made more readily available to them.

The findings herein report that most of the courses are taken during the individual's time away from work, although many of the continuing education courses are fully or partially reimbursed by employers. Therefore the time when the courses are made available appears to be a more important consideration than their cost, which leads to a second suggestion:

Suggestion 2: Since continuing education is an after-work-hours activity for most of those who take courses upon completion of their associate degree, courses should be made available during those times and in locations where the graduates do not have to travel long distances.

It seems this suggestion can be implemented through the vehicle of the great number and variety of postsecondary educational institutions found in most states. Since mathematics is the leading continuing education course category for all graduates, it is of more or less similar importance to DDT, EET, and the other curriculum graduates. Therefore, it is safe to assume that there will likely be "takers" for such courses in the geographic areas where there is a reasonable concentration of graduates.

Suggestion 3: Since little or no demand has been indicated for continuing education courses in fine arts and humanities, it is suggested that no serious effort be made to provide such offerings for the associate degree graduates.

Although this is a negative recommendation, it is useful to be aware of those course categories in which the associate degree graduates of these types of programs are unlikely to want continuing education services. The older graduates, who were expected to take increased interest in fine arts and humanities after being away from their associate degree program for 10 or more years, displayed the same absence of interest as the more recent graduates. Therefore, these graduates apparently did not seek hobby-recreation-personal enrichment courses in the fine arts-humanities categories. It would be interesting to investigate why this holds true for graduates of these curriculums. As a part of this query, it would be interesting to learn whether the lack of availability of such continuing education courses is related to the situation as it presently exists.

Because of the relatively small number of graduates in the "other" curriculum category (which includes business, surveying technology, retailing, and forest technology programs), no suggestions for this specific group are made here. Perhaps the major value of the continuing education data obtained from them is that it serves as the beginning of a longitudinal study of these graduates.

Suggestion 4: A comprehensive array of continuing education "for credit" courses in areas not covered by the six other categories should be made available to the associate degree graduates.

The total number of associate degree graduates in the groups studied (graduation years 1955 through 1971 inclusive) exceeds 10,000. Since the sample examined is a random stratified one (by curriculum and graduation year), it is reasonable to assume these findings are likely to be typical of most of the graduates. Furthermore, the characteristics of the associate degree graduates of The Pennsylvania State University are considered typical of their counterparts in other schools (such as public community colleges and technical institutes). Therefore, the suggestions made here are likely to be appropriate for associate degree graduates of these kinds of programs throughout the nation.

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A MERE MATTER OF WORDS

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We are humans. Humans is a word. Thus, we know ourselves in terms of language. First, the function of words: Words limit thought; words measure thought. In short, all the thought we have is based on words. Another function of words is entirely social. Language is a tool of living. It is the development of communication, and all the living that involves language is social living. As to the endeavor to attain proper exactness and perspective in definition: "Words are our most essential tools: if they are not exact they cease to be tools for our service and quickly become instruments for our destruction" (Huxley 1964, p. 1). "A mere matter of words," we say contemptuously, forgetting that words have the power to mold thinking, canalize feelings, and direct willing and acting.

To say that language and thought must be taken as one activity is not to state an intention of building anything on the statement. It is to announce a limiting condition applicable to our present investigations of humans in society without precluding the possibility that at some other time with increased knowledge the limit may be entirely transformed or superseded.

To examine the relationship of adult and continuing education to vocational education, we will first take a look at definitions of each.

Adult Education

The philosophy of adult education is found in the pluralistic system of values in our society, notably the perfectability of humans and the equality of humans in pursuing equal opportunity and social mobility.

Adult education lacks unity of purpose.

> Education being purposive, has aims, and it is proper to inquire into their nature; but any inquiry into the aims of adult educa-

tion comes up with some paradoxes. In one sense, adult education seems to have no aim at all. Profusion and variety rather than unity and order characterize its programs, and the more successful these programs become the more apt this characterization becomes (Broady 1969).

Some educators are troubled by this, but others see it as a strength. The paradox of adult education is that it has no aim, and yet, no education program is as well "aimed" as the adult problem. Why do adults continue to participate in educational endeavors? Some of the reasons are:

- Remedial or literacy education
- Cultural education
- Retraining
- Vocational education
- Development of recreational or leisure time skills
- Cultivation of philosophy of maturity and tranquility in change
- Development of human relations skills
- Training in such techniques as reading improvement
- Family life education
- Consumer education
- Preservation and perpetuation of cultural heritage
- Health and safety education
- Techniques of informational retrieval
- Knowledge of the history of humankind
- Discovery of new knowledge and integration of this knowledge with life's needs
- Creation of change, development of methods of adaptability, and learning how people change
- Self-understanding
- Citizenship education
- A liberal education, mental stimulation, and self-expression
- Idea exchange
- Degree completion

Cyril O. Houle (1969) lists reasons for adult participation in educational programs:

- Make up for deficiencies of incomplete earlier schooling

- Extend an interest already held
- Meet personally felt needs
- Fulfillment of compulsory requirements set on individuals from the outside
- Follow a conscious pattern of maintaining breadth of view
- Carry on a habit

Vocational Education

Vocational education includes the following in its broad intentions:

- Training for the world of work at both secondary and post-secondary levels
- Provision of instruction related to the occupation or occupations for which students are training
- Job placement services
- Preparation of persons engaged as, or intending to become, teachers in a vocational program
- Provision of vocational guidance and counseling

If education is concerned with equalizing opportunity for large segments of society, then vocational education is the most humane of the educational institutions. Man/woman is by all rights and purposes a slave—to his own body—when every second of thought regards his feeding himself. Vocational education can help people free themselves of this by offering them the greater options provided by marketable skills. Adult education and vocational education are not identical in every aspect, but each has equally needed assets to contribute to people.

Relationship Between Adult and Vocational Education

The vocational education component of adult education and the adult education component of vocational education are essentially similar: both deal with adults pursuing education via occupational studies. Adult education and vocational education share components and float in the sea of education, which is a component of the concern for human development and betterment, and the free society of which industry is a tool.

The names or symbols we use to designate the actions are arbitrary. We, as educator-humans functioning as learning vehicles, are all involved in a similar process, working toward the same end. If there is a difference between adult education and vocational education, it is that vocational education deals with occupational training and development for all learners, while adult education is aimed at persons considered to be outside the secondary school level with no restrictions on type or level of subject matter.

Adult Education: Some Other Problems of Definition

A prevalent attitude tends to separate *adult and continuing education*, with the latter being reserved for professionals. All adult education is a continuance from some educational point. Some educators contend that adults who are in the act of pursuing additional training and development would be classed as professionals, regardless of the occupational level or type. Webster's *New World Dictionary* defines professional as "of, engaged in, or worthy of the high standards of, a profession. Having much skill experience and great skill in a special role." To the cries of "continuing education for professionalism's sake," which tend to exclude certain groups, a true professional is one who not only promotes high standards, but shares the feeling of being an occupationally worthwhile individual, regardless of socioeconomic status.

There also seems to be a problem of definition about *vocational/avocational adult education.* Adding to the complexity of the dilemma definitions is the fact that one person's occupation is another's hobby. Consider a self-employed artist enrolled in "Pottery 213" or a retired accountant changing careers to become a florist enrolled in "Horticulture 53, Modern Floral Arrangement."

Expanding the reasoning to include the idea that all areas of study are potentials leading to occupation would supply the educational institution a leverage on economic conditions by opening many more areas to vocational development.

Another area of confusion exists in differentiating between *home economics and adult vocational education.* Home economics is dichotomized as either "gainful" or "useful." The former implies wages earned and has traditionally been delineated as a concern of vocational education, whereas "useful" home economics belies the

American bias that work in the home is not considered to be "real" work. This artificial separation has been challenged:

> It has been estimated that working women spend an average of forty hours per week on housework, which, when added to their market work, means that they probably end up doing a much higher proportion of society's work during a given year than men (Richardson 1971).

A trend to change this misperception of "housework" has begun. Courses such as child care technician, home management, home budgeting, sanitation in the home, and domestic engineering are taking shape. Society is beginning to view both kinds of home economics as occupations in themselves and in combination with other occupational roles.

Summary

To reduce this semantic confusion, the author suggests we forget old classifications and stereotypes and identify that process by which adults seek additional knowledge and acquire skills for present or future vocations as adult education. Adult education is the seeking of such knowledge and skills in an educational setting; it is continuing occupational renewal and should be thought of as such.

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HISTORY OF ADULT AND CONTINUING EDUCATION IN VOCATIONAL EDUCATION

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The changes in education have been deeply rooted in the changes in industrial life and scientific thought which have brought a broader and deeper understanding of the purpose and function of education. The idea that there are different types of education for different types of individuals has gained ground. Applied psychology has established tests and measurements which many believe can guide an individual in the choice and progress of his life work. Education has come to mean the harmonious development of the whole person. The fact that the person must be a wage earner, a fact once overlooked by academic systems of education, is a keystone in the structure of modern education. Education has become a lifelong process for everyone.

It is the purpose of this paper to seek the origins and beginning of adult vocational education. The Office of Education (Title 45, Section 102.3) defines adult vocational education as vocational education which is designed to provide training or retraining to insure stability or advancement in employment of persons who have already entered the labor market and who are either employed or seeking employment (*Federal Register* 1970).

Adult vocational education has survived many phases of reconstruction. The prime reason it has maintained its latitude is the realization of employers and employees that this modern day calls for a higher level of technical skill and information about the activities in the world of work. Not only is it necessary for people to be better prepared in their occupations, but the individual who gets ready for advancement will find greater prosperity and happiness as a result of his effort.

Inception of Adult Education

The growth of adult education in the United States has been traced to Colonial days. The development of adult education can be attributed to the Protestant revolt of the sixteenth century and the general awakening of Europe at that time. The proprietary school in America was an early form of education that included vocational subjects, primarily evening classes.

The lyceum movement was an important institutional form for self-culture, debate, or discussion. Mechanics, farmers, and other groups were concerned with the development of a public school system as well as the improvement of their own learning. Josiah Holbrook was a leader in the establishment of lyceums in New England, the first of them being held at Millbury, Massachusetts, in 1826 (Grattan 1955, p. 30). By 1839 more than 3,000 lyceums existed throughout the country. Through the years they became potent influences in promoting public education. Many participants, such as Abraham Lincoln, Oliver W. Holmes, and Frederick Douglas, assumed educational leadership.

In 1874, Bishop Vincent and colleagues established the Chautaugua Institution to expand a Sunday school association into a general aid venture. Thousands of people went there to hear lectures and music and to attend courses of instruction especially developed for Sunday school teachers. Vincent's early emphasis was on training Sunday school teachers, but he soon added a variety of additional subjects.

Chautaugua offered one of the earliest correspondence study programs in America. The early program was carried on through the Chautaugua Literary and Scientific Circle (known as CLSC), founded in 1878 (Grattan, p. 32). In 1883 a program leading to a diploma through correspondence study was also added to Chautaugua. University extension adopted this pattern when William Rainey Harper founded the University of Chicago in 1892. In 1880, university extension was another expression of the desire of adults in America for increased enlightenment. The basic idea behind it was that knowledge should be diffused through society and that the universities should participate largely in its diffusion to the people. It was first publicly presented in the United States at the American Library Association at Thousand Islands, New York, in 1887. The Philadelphia Society for the Extension of University Teaching prompted the idea of lectures and classes.

The University of Wisconsin pioneered in the development of a general educational outreach in this country, and over the years it was the leader in dynamic programs of adult education and public service. Wisconsin has provided education for its adults not only through the University of Wisconsin but also through other institutions. A system of Vocational and Adult Schools was founded through the imaginative leadership of C. McCarthy in 1911.

Such national organizations as were developed for the promotion of adult education were: National University Extension Association (1915), Adult Education Association, USA (1951), and National Association for Public School Adult Education (1959).

Thus, it may be said that while in 1924 and before there was adult education in America in proportions quite worthy of public notice, there was a lack of consciousness on the part of those concerned with education both of the amount and the character of the work done. At that time, the desirability of a pooling of academic resources or of a planned attack on the educational problems involved seems not to have occurred to anyone.

Commencement of Adult Vocational Education

Some of what is now called vocational education was referred to in Colonial times as home training and "domestic apprenticeship," a form which seems to have sufficed until the end of the eighteenth century. As the techniques of production changed in the nineteenth century, the domestic apprenticeship system declined in importance; and as the home ceased to be something like a self-contained economic unit, its teaching functions narrowed. Yet, the need for vocational training continued and ways to provide it were soon devised, such as the mechanics institutions. Vocational education in that particular form did not work successfully. In fact, the Society for Promoting Manual Labor in Literary Institutions, founded in 1831 in New York City, was a quite short-lived example of this type of education.

The technical (vocational) schools came into prominence during the first quarter of the nineteenth century. These schools were similar to mechanics institutions; they aimed to provide education in the practical applications of mathematics and science.

The Gardiner Lyceum (Gardiner, Maine), established in 1821, was the first of these schools. It was classified as a manual labor school in which classical studies were combined with manual labor so that students could earn part of the cost of their education. However, the Gardiner Lyceum was really a full-time technical and scientific school with emphasis on liberal/cultural subjects.

The second and most important technical institute was the Rensselaer School established at Troy, New York, in 1824. The name of the institute was changed from Rensselaer Institute in 1833 to Rensselaer Polytechnic Institute in 1850. This school was the first institution to offer a curriculum in agriculture leading to a degree and to provide for the scientific education of women. The first course of study included land surveying, chemistry, mensuration, astronomy, etc. In 1828, civil engineering was added, and the first class in civil engineering graduated in 1835.

The Gardiner Lyceum and the Rensselaer Institute were the forerunners of many schools which emphasized the practical application of scientific facts. Later the land-grant colleges came along (after the Civil War) with the double charge to offer work in "agriculture and mechanic arts." They mostly met the latter duty, after first dealing with agriculture, by establishing schools of engineering.

To make something of vocational education of "less than college grade," organized shop work was devised. Worcester Polytechnic Institute (Massachusetts, 1868) pioneered the way, followed by Pratt Institute (Brooklyn, New York, 1887) and Drexel Institute (Philadelphia, Pennsylvania, 1891).

Many trade schools for employed and prospective workers in industrial vocations were organized during the latter part of the nineteenth century, including proprietary schools, corporation schools, and endowed schools. In 1870, home economics was started with private cooking schools (including serving and dressmaking) for adults and was pushed into the high schools after 1880 along with manual training. It moved up to the college level through the land-grant agricultural colleges.

Little attention had been given to educating adults for vocational life until the end of the nineteenth century and the beginning of the twentieth, in spite of the great growth of industrialization and occupational specialization that had occurred in previous decades. The first private trade school was founded in New York in 1881, and by 1900 some half-dozen had been established in other parts of the country. All were open to adults for the purpose of learning.

By 1906, sentiment was favorable to the principle that vocational education of all kinds at less than college grade should be generally available at public expense.

In 1917 Congress passed the Smith-Hughes Vocational Educational Act, making available federal funds to be matched by state funds to promote courses in agriculture, home economics, and trades and industries in the public schools. The act also created the Federal Board for Vocational Education to supervise this program. As a result of this federal-state matching support, an expanding curriculum of vocational subjects was offered in American high schools. Such programs were open to and widely used by experienced workers who wished to upgrade their skills.

As the years passed vocational education for adults became sporadic and disconnected. Due to the hysteria that possessed the nation from the Armistice Day of 1918 to the stock market crash of 1929, vocational education for adults seemed to retrogress. So it may be said that while in 1929 there was adult education in America in proportions quite worthy of public notice, there still was a lack of consciousness on the part of vocational educators. At this time only 18 reasonably sound institutions offered vocational education curricula for adults.

Progression of Adult Vocational Education—1930

The Federal Board for Vocational Education (a division of the Department of the Interior, Office of Education), administering support funds under the Smith-Hughes Act, reported that over 400,000 adults were in evening vocational classes under the state and local supervision in 1932. This number included 89,000 farmers, 159,000 trade and industrial workers, and 152,000 homemakers. Enrollment of employed youths and adults in state and local programs in part-time classes totaled 367,000 for that year (Cartwright 1935, p. 193).

The compulsory, part-time program was a stimulus to more closely knit coordination of school subject matter with the type of activities performed on the job, especially for older students who had opportunities to exercise some degree of skill. The cooperative plan (with time divided between school and work) was the most effective kind of vocational education. A notable example was the cooperation of the school at Beverly, Massachusetts, with the United Shoe Machinery Company. During the Depression, continuing education enrollments dropped tremendously as students found it hard to find work. They remained in school full-time, crowding both academic and trade schools.

In a report on evening vocational education for adults, Keller stated that there were 12 engineering colleges and technical institutes in greater New York City, 9 of which offered evening instructions. He also reported that 4 YMCA evening schools offered technical institute type courses. In addition, there were 25 public evening trade and vocational schools and 35 other evening trade and vocational schools in the New York City industrial area (Cartwright, p. 194). The National Council of YMCA reported enrollment of 90,000 students in its colleges of engineering, law, business, and technical schools in the year 1932.

After World War II

During World War II the federal-state vocational system became an important instrument for training workers for war industries. The program's success in rapidly preparing large numbers of inexperienced men for semiskilled production jobs led to the conviction that a similar program would be useful for reconverting war workers to peacetime pursuits. Consequently, the George-Barden Act was passed in 1946, which provided for preemployment trade and industrial training for unemployed workers.

The early 1950s were years of beleaguerment for vocational education. At this time, the overall success of this country's international effort and a rising economy with full employment were taken to vindicate the work of our educational system and reinforced the position of those favoring its general/liberal arts orientation. Vocational programs were caught up in various controversial issues on federal aid. In 1956, practical nursing and fishery trades were added to the George-Barden Act.

The 1958 National Defense Educational Act was considered to be a major boost to vocational education. Under Title VIII of the act, federal funds were made available for the training of individuals as highly skilled technicians in recognized occupations (Wolfbein 1967, p. 192). The new title contemplated the support of "area vocational education programs," a harbinger of the now popular area vocational schools.

In many respects, 1963 was the most exciting and important year in the history of vocational education for adults. After a year-long study by a special presidential panel of consultants, Congress enacted the Vocational Education Act of 1963 (PL 88-210). Its purpose was (1) to maintain, extend, and improve existing programs of vocational education; (2) to develop new programs of vocational education; (3) to provide part-time employment for people who needed such employment in order to continue their vocational training on a full-time basis; and (4) to provide instruction so that persons of all ages in all communities will have ready access to vocational training or retraining which is of high quality, realistic in relation to employment, and suited to the needs, interests, and ability of the person concerned (Venn 1964, p. 78). This act was later amended to the Vocational Education Amendments of 1968 (PL 90-576). The 1968 Amendments more carefully categorized the clientele to be served by vocational education. Also, one intent of the 1968 amendments was to redirect the priorities for the use of federal monies. This amendment has affected the entire direction of vocational education.

The enrollment in adult vocational programs has had a gradual increase. In 1970 the total number enrolled in the programs (2,666) was only about 5 percent greater than the enrollment (2,530) in 1966 (USOE 1971, p. 63). Enrollment in the secondary level programs grew at slightly less than half the percent rate of increase for the postsecondary programs.

In July 1972 the Education Amendments were formalized. The section having the greatest bearing on adult vocational education was Title X, Community Colleges and Occupational Education (Public Law 92-318), particularly Part C, Establishment of Agencies. Section 1071 states:

> There is hereby established in USOE a Bureau of Occupational and Adult Education hereinafter referred to as the Bureau, which shall be responsible for the administration of this title, the Vocational Education Act of 1963, including Parts C and I thereof, the Adult Education Act, functions of the Office relating to vocational, technical, and occupational training in community and junior colleges, and any other Act vesting authority in the Commissioner for vocational occupational, adult and continuing education and for those portions of any legislation for career education which are relevant to the purposes of other acts administered by the Bureau (U. S. Congress 1972, p. 151).

The Commissioner of Education, Dr. Sidney Marland, condemned vocational and adult education for its "separateness" from the total environment. He emphasized the fact that all educators must be concerned with the total student and not with just bits and pieces of the instructional program (Scott 1972, p. 71). Dr. Marland coined the term "career education" in January 1971, bridging the gap between the world of education and work.

According to Dr. Roy Dillion, adults need career education, too. They need the chance to participate in systematic educational programs that could prepare them for advancement, horizontal job change, new jobs, or job adjustment (1973, p. 75).

It is felt by this author that present day technology demands workers to possess new knowledge, skills, and abilities that were not acquired during the period when they attended school. With the rapid change in technology, it is not uncommon for an individual worker to change jobs five to seven times during his years of employment. Thus, this situation generates a great need for individuals to continuously upgrade themselves in order to remain employable.

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ADULT AND CONTINUING VOCATIONAL EDUCATION: PAST, PRESENT, AND FUTURE

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For 30 years, I have tried to understand the difference between adult and continuing education. Adult educators have sent tons of paper to the recycling plant in an attempt to differentiate the concept of lifelong learning. If you know the difference, forget it, for I shall be using the two words interchangeably.

Adult Education Past

For a few brief moments, let us look at adult education past. Historically, adult education has been the poor relation, whether on the college campus, the technical school, or the public school. In some cases, it wasn't even poor relations—it was downright illegitimate. This is not altogether the fault of the educational establishment. Adult educators have developed excellent techniques for writing volumes on the philosophy but have failed to develop clear, concise statements of the goals and objectives of adult education. It has been difficult for the consumer as well as the practitioner to understand the total concept of lifelong learning. If Joe is taking a welding course, that is adult education to him; if Mary is learning Spanish, that is adult education to her. The adult education movement has suffered because the present administrative structure tends to divide it into little interest groups rather than into a program of lifelong learning for the whole individual.

Our goals have been influenced by the possible sources of revenue. Shortly after I became Chief of Continuing Education in the Department, the National Association for Public School Adult Education secured a grant from the Fund for Adult Education to conduct three one-week seminars for the state directors of adult education. These seminars were designed to get the state directors out of the cake-decorating age into the world of decision making.

To a man, we agreed that adult education's role was to educate the decision makers in the community by exposing them to the great philosophers, past and present. This was a very sensible approach because there was money to establish new offices of state director in five states where no such office existed. However, the Fund for Adult Education went out of business after spending a few million dollars in many areas of adult education.

We didn't have to wait very long until President Johnson's War on Poverty appeared on the American scene. Manpower training and adult basic education were funded at the federal level and we, who a few short years before declared that the liberal education of our community leaders was the answer to our way of life, suddenly discovered that what we really needed was to teach skills to our unemployed and reading and writing to our illiterates.

Adult educators have been guilty of putting their mouths where the money is. In the absence of monies to conduct a balanced, goal-oriented program for lifelong learning, we have compromised a certain amount of intellectual integrity for the sake of "keeping the show on the road."

In defense of the adult educator, great progress has been made during the past 15 years in teacher preparation, curriculum, counseling, and administration. However, these advances were primarily made possible through the use of federal funds. Three Pennsylvania universities, which were offering only one or two adult education courses three years ago, are now offering graduate programs in adult education. These programs were established with the help of seed money from the federal government.

New Legislation Needed

Although giant strides have been made in all areas of adult education, we are still operating programs with piecemeal legislation. In Pennsylvania we need a broad-based source of revenue if adult education is to fulfill its mission for all the citizens in the Commonwealth.

Last spring, Dr. John W. Struck, State Director of Vocational Education, received an invitation to be a member of a group of vocational educators visiting England, Sweden, Russia, and France for the purpose of studying the administration and organization of adult vocational education. Dr. Struck was impressed with the relatively new and far-reaching legislation in France relating to vocational, technical, and general adult education.

I am taking the privilege of quoting from Dr. Struck's report.

> In the 1960s, French leaders recognized the fact that if Great Britain were admitted to the European Common Market, Franch would be placed in a disadvantaged position because its workers in industry were at that time unable to effectively compete in the production of goods with such countries as Great Britain. As a result, new legislation was passed in an attempt to develop a new method of training and retraining France's entire labor force. This legislation differs significantly from the adult education in the United States. For example, Congress passed manpower legislation providing funds and opportunities for unemployed workers. The French legislation is aimed at training not only unemployed workers, but the entire work force.
>
> The purpose of the programs of continuing education is to assist workers in adapting to new methods and conditions of work and developing fully as persons, socially and culturally. To attain these ends, courses in humanistic subjects as well as technical training are offered.
>
> The legislation provides time off to attend approved programs of training. Basically a worker becomes eligible for training after working for an employer for four years. A worker may take up to one year for training with all his living and training expenses paid by a joint government and employer fund.
>
> The costs of the continuing education program are shared by government and industry. All businesses employing 10 or more employees are required to contribute to the support of the continuing education programs. This year the amount is 1 percent of the employer's payroll; by 1976 it must be 2 percent. Government monies are added in an amount nearly equal to that raised through the taxation of the employers.
>
> This new and exciting legislation in France will make and is making a tremendous change in the quality and performance and lives of the work force.

Maybe we can learn from the French experiment that there is a more feasible way to finance and administer continuing education than by our present method of piecemeal legislation.

France's new legislation was enacted because she feared Great Britain's entrance into the Common Market and her inability to compete with English industry. Maybe we need some such experience to awaken ourselves to the need of an organized approach to lifelong learning. We need to think of continuing education in its entirety. Too many times we think that adult education is an apprentice program, a manpower program, a basic education program, or a great books program, not seeing that adult education should meet all the needs of the adult. If adult education is to fulfill its role in society, we must accept the concept that it deals with the adult's whole life, his occupation, his family, his community, his leisure, and his retirement.

Need for Adequate Financing and a Proper Administrative Structure

The two giant obstacles to accomplishing this goal are adequate financing and a proper administrative structure.

The General Assembly's record of supporting adult education is dismal. The Department of Education's legislative program has never had a very high priority rating for adult education. Therefore, the General Assembly comes to the conclusion that potholes at a penny a gallon are more important than raising the economic and cultural life of its citizens.

I suspect that many of you will disagree with my suggestion that we must change our present system of administration and financing.

I believe an Adult Education Authority should be established by law that would answer directly to the Governor. The Authority's Board should have broad societal representation from such elements as basic and higher education, industry, labor, the General Assembly, and community and public services.

Need for Survey of Adult Education Needs

Preceding such a move, a very thorough investigation of the current status and future direction of the education of adults in Pennsylvania should be undertaken to determine the educational requirements of adults in the next quarter century.

New York State is now conducting such a study to recommend policy changes to be considered by the Regents. Five particularly urgent problems that are affecting and will increasingly influence the lives of adults in the future will be examined:

1. The Nation's Values. Are there enough shared values to make people willing to work together to cope with the complex issues that will threaten the nation and the world in the future?

2. Public Affairs Education. Regarding inflation, the energy crisis, abuses of public office, food shortages, weapons limitations, etc., how can we help today's adults on a state, national, and world scale cope with the future problems in their public roles as voters and in their personal lives?

3. Occupational Education. Can we help individuals perform effectively by helping them keep abreast of new techniques and knowledge by introducing them to the concept of several different occupations in a working lifetime?

4. Self-fulfillment. What kind of education will increase capacity for self-fulfillment and what is the responsibility of the Commonwealth in this area? What effect will higher incomes, shorter work hours, earlier retirement, longer life spans, and greater interest in leisure activities have on today's adults?

5. Population Changes. What are the long-term educational implications of the declining birth rate and resultant smaller proportion of traditional school age population and what resources in both people and dollars will be required?

These are some of the questions New Yorkers are asking themselves. Shouldn't Pennsylvanians be this inquisitive?

LIFELONG LEARNING:
A SYSTEMATIC APPROACH
IN HEALTH OCCUPATIONS EDUCATION

Phyllis Higley

Chairman, Department of Health Services
Education and Evaluation
State University of New York at Buffalo

The educational system in America is changing rapidly. We are leaving behind a system that supports the notion that young people need formal education while adults do not, that education once acquired is enough to carry one through a lifetime, that education is the same as schooling, and that the business of education is formal schooling.

With the rapid growth of new knowledge, the shifts in national priorities, the multiplication and complexity of social problems, and the close relationship between the application of knowledge and social progress, educators are learning to build a new system of learning where learning opportunities are found both inside and outside of formal academic systems and where the business of educators is not formal schooling but education.

In responding to this new system of learning, we, as educators, must support the concept of lifelong learning described by Hesburgh, Miller, and Wharton in *Patterns for Lifelong Learning* (1973). They suggest that the United States should be conceived of as a learning society, where the entire population, including children and adults, are engaged in continuous purposeful learning, where learning opportunities are found both inside and outside the formal academic settings, and where all institutions share responsibility for helping people to educate themselves, whether these institutions be church, industry, government, families, or whatever.

Professional educators have much to contribute to this coalition of institutions. Colleges and universities offer prime locations and mechanisms for drawing people together, providing information, and guiding the organization of educational programs.

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Universities often take the lead in critically analyzing educational problems and in conducting basic and applied research upon which decisions about future developments are based.

What then is the mission of the community college? Even more specifically, since the topic of this paper focuses on health occupations education, what is the mission of the community college in implementing the new system of lifelong learning within health occupations? What role should they play and who shall they serve in the new system?

Gleazer's "After the Boom" (1974) views community colleges as entering a new period of evolution, where the college becomes community-based, aggressively searching out community educational needs as the basis for program planning. Perry and Hawthorne's recently completed study of allied health education in community colleges, sponsored by the American Association of Community and Junior Colleges through a grant from the Wood Johnson Foundation, supports this concept of community-centered education as it relates specifically to allied health education.

If we accept the concept of lifelong learning and the active role of community colleges in the implementation of this new system, how can community colleges, and allied health specifically, affect its operation?

Houle's Model for Program Planning

Cyril Houle in *The Design of Education* (1973) presents a system of educational design for planning, setting up, implementing, and evaluating purposeful learning that can be used as the theoretical model for effective program planning by community colleges. However, Houle does warn the reader that no system can itself automatically guarantee success. The outcome of any program depends in large measure upon the wisdom and competence of the person making the choices. He further states that every system that is enduringly successful must be capable of theoretical change or amplification as it is applied, and that every learner or educator who uses a system must consciously develop his distinctive style of application.

Houle's system rests on seven assumptions: (1) Any episode of learning occurs in a specific situation and is profoundly influenced by the situation; (2) The analysis or planning of educational activities must be based on the realities of human experience and upon their constant change; (3) Education is a practical art that must be used in a specific situation to bring about a desired end; (4) Education is a cooperative rather than an operative art which implies action by both educator and learner; (5) Planning of an educational activity is usually abstracted from a coherent total plan; (6) The planning of an educational activity may be undertaken by an educator, learner, independent analyst, or some combination of the three; and, finally, (7) Any design of education can best be understood as a complex of interacting elements, not as a sequence of events.

Houle's proposed system is a two-part system: first, he classifies learning situations into four major categories; second, he puts the plan into action by providing step-by-step procedures in a basic framework applicable to all categories.

In describing the first part, he develops a typology of categories into which learning situations and ultimately the learner can be fitted. These categories are presented as alternative ways to undertake the educative process. No category is inherently superior to any other; they are different from one another in establishing both the ends and the means of the learning process. Each has its advantages and disadvantages depending upon the capabilities and needs of both the learner and the educator. The educator has the responsibility of selecting appropriate categories, based upon the identified needs and capabilities, as he designs programs of educational activities. The four major categories of situations are: (1) Individual Learning Situation: an individual designs an activity for himself or for another individual; (2) Group Learning Situation: a group designs an activity for itself or other groups or a teacher designs an activity for a group; (3) Institutional Learning Situation: an institution designs an activity for itself or for another institution or for a combination of institutions; (4) Mass Learning Situation: an individual, group, or institution designs an activity for a mass audience.

As the educator identifies appropriate categories into which learning situations can be fitted, he is also performing the second part of the system: piecing together a framework of interrelated components which compose the design of the activity. In conformity with an assumption, previously identified, these components are to be understood as a complex of interacting elements. However, to make the framework clear, it will be briefly sketched as a series of seven logical steps. These steps are merely decision points in a continuous flow of planning activities. The following are the sequence of steps in the framework: (1) A possible educational activity is identified through one of the four major categories of situations previously discussed; (2) A decision is made to proceed. This decision may be taken for granted, it may be rapidly reached, or it may emerge slowly; (3) Objectives are identified and refined. These must be defined as specific end goals for each activity; (4) A suitable format for the activity is designed. This format includes such things as selection of learning resources, methods to be used, time schedule, and criteria for evaluating progress; (5) The format is then fitted into the larger patterns of the learner's life. The learning activities must be introduced into a complex social milieu of the learner which includes work, home, civic, and other responsibilities; life styles of the learner are modified to allow time for the activity. Financing must also be arranged; (6) The program is then carried out; (7) The results of the activity are measured and appraised in terms of the original specified end goals; (8) The situation is usually examined in terms of a new educational activity or in terms of repeating the same activity.

This two-part system of Houle is offered as one way community colleges could approach the development and implementation of an educational system of lifetime learning.

Health Occupations Education in the Two-Year College

The remainder of the presentation will focus on health occupations education at the two-year college, identifying specific needs, issues, and strategies for planning and utilizing the identified theoretical model.

Step 1. The first step in the model involves identification of possible educational activities through the categories of situations previously discussed. The categories give us general population targets such as individuals, groups, institutions, and masses. But who are the specific potential learners within each category and how do we identify their educational needs? Some relatively simple ways the educator can find answers to these questions are: (1) by identifying what is presently being offered in the community; (2) by developing extensive follow-up of students for evaluation of completed programs and for identification of further unmet educational needs; (3) by actively participating in community organizations that may have as their purpose identification of educational needs (comprehensive health planning, regional medical programs, community action programs, P.T.A., or whatever); (4) by actively participating in regional planning groups; (5) by maintaining open communication with the local and state health professional groups such as the hospital association, the health department, the nursing association, the occupational therapy association, etc.; (6) by utilizing community advisory committees for all academic planning; and (7) by openly expressing interest in responding to community needs in all communications, formal and informal, with the community. More indirect ways of identifying need areas or educational trends for the future are through active participation in state and national groups: attendance at state and national meetings that are focused on health occupations education or education in general (American Society of Allied Health Professions meetings). The travel money is well spent in expanding your educational perspective beyond the confines and parochialism of the community and returning with new ideas and a more cosmopolitan approach to planning. An example of a new national trend identified in Perry's study that may not yet have filtered down to the local levels of program planning deals with the responsibility of health occupations education for consumer health education. Consumer health education, because of the changing concept of our present health care delivery system from acute care to health maintenance and preventive care, is becoming a very hot item, particularly in state and federal funding programs. This type of education may include health career exploration, self-awareness programs, personal counseling, consumer health education programs dealing with such interest areas as emergency medical care, family planning, drug abuse, alcoholism, venereal disease, heart disease, and weight reduction. It might also include the consumer's need for orientation to the health care delivery system, its components, the location of facilities, and ways of gaining access. An early awareness of this trend could mean the jump on competitive institutions, could provide ready access to the community, and might even generate seed money for program development from local, state, or federal sources.

Step 2. The second step in the planning framework involves the decision to proceed. This decision may be taken for granted, it may rapidly be reached, or it may emerge slowly. In this step, a previously stated assumption is extremely important, that "Education is a cooperative rather than an operative art, implying action by both educator and learner." This cooperative action begins in the initial planning process. Planning learning experiences in a vacuum, without significant input from the faculty who will be ultimately responsible for implementation and from selected representatives of the learners, may result in frustration by all concerned, uncertainty of objectives, and perhaps resistance of both learner and educator to any further attempts for new program planning.

Step 3. The third step involves identification of objectives that have specified end performances. Cohen in *Objectives for College Courses* (1970) and Cohen and Brawer in *Confronting Identity* (1972) support the critical need for specifying objectives. Lifelong learning necessitates performance criteria. Participants in programs will vary widely in their entering behavior, entering with a wide range of academic and practical experience backgrounds and with a variety of capabilities and educational needs. A system that involves identification of students' entering behavior, progress through a program, and exiting behavior will facilitate further academic planning for that individual and will allow for flexible, nontraditional learning experiences by providing an effective evaluation protocol that will support accountability. Health occupations education is in the throes of debate over proficiency and equivalency testing, recertification requirements for professional practice, transferability among academic programs, and credentializing continuing education experiences through a new standardized credit system called continuing education units (CEUs). Competency-based objectives will at least provide a common reference point for communication.

Step 4. This step involves development of a suitable format design. As a reference for construction of programs, I would recommend Malcolm Knowles's book *The Modern Practice of Adult Education* (1974), which presents a comprehensive guide involving both theory and practical techniques for developing learning experiences. In identifying a suitable format, a refocus on the four major categories of learning situations and potential learners suggests that alternative formats become necessary. Programs must now be designed for all categories: for individuals, for groups, for institutions, and for large masses. Health occupations educators must begin using alternative formats available to them if they are to respond to the varying needs of these categories of people. For example: the use of new media such as public TV, telephone networks, audio-tutorial learning packages, and video tapes; independent study through faculty advisors; cooperative workshops with professional associations at local, state, and national meetings; new educational settings for clinical experiences in nursing homes, community health centers, schools, outpatient clinics, etc. It is the responsibility of the educator to match program format to the needs of the learners.

Step 5. This step fits the format into the larger pattern of the learner's life. Traditional times for programs have to be reassessed when needs of learners become the important focus. Classes may be moved closer to the learner's life activities, taking programs to the centers of the learner's life (church, school, supermarket, industry), offering programs in the evenings and on weekends, and fitting into the lifestyle of the participants. This approach will require extensive faculty orientation to gain their acceptance and commitment to this new system; for as we adapt to the lifestyle of the participants, we're probably disrupting the lifestyles of the faculty. Gleazer in "Beyond the Open Door: The Open College" (1974) discusses this critical consideration with recommendations for action.

Step 6. The planned program is then carried out in Step 6 of the planning framework. It is usually expected that, however well laid the plans may be, they will almost always require changes; for not even the most experienced educator can foresee all of the contingencies which must be cared for. A formative evaluation system is therefore recommended to provide continuous monitoring of the program and to allow necessary changes to be implemented.

Step 7. This step allows for summative evaluation. The learner and the educator must examine all available evidence and make a judgment concerning the worth of the program.

Even as summative evaluation looks backward, it should also look ahead to plan and shape future learner needs and programs. This, then, is the final step in the practical application of the conceptual model for effective program planning of lifelong learning for health occupations education.

In summary, two-year colleges, if they are to remain viable educational institutions, must respond to the changing community needs through a philosophic commitment and through the development of long-range comprehensive institutional plans for dealing with lifelong learning.

By providing means for total institutional commitment and through positive leadership, support, and direction, the academic subunits in the institution will be motivated to effectively respond by developing specific plans for dealing with lifelong learning and ultimately providing services and programs for the community.

I have attempted today to provide you with a workable system for academic planning of lifelong learning, using health occupations as a specific example of the adoptability of the system to a particular interest area.

However, this system or any system you select needs your wisdom and your commitment to be successful.

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THE ROLE OF THE AREA VOCATIONAL-TECHNICAL SCHOOL AND THE COMMUNITY COLLEGE IN CONTINUING EDUCATION AND COMMUNITY SERVICES

William Homisak

Director, Community Services Center
The Williamsport Area Community College

Community services and continuing education undoubtedly is the most romantic aspect of all postsecondary and higher education. It thrills one's imagination and encompasses all aspects of the educational service areas. It is perhaps most difficult to define because as one might include what one feels continuing education and community services ought to be, one will only find that some other segment or educational service may have been excluded or a new need has been identified!

I like to think of continuing education and community services as the grassroots and lifeblood of any educational institution's public relations. It is that arm of education that is intended to meet the needs of the community and, as in public institutions, it does primarily serve the adult—the taxpayer who supports that institution. As taxpayers, citizens should be able to call upon those institutions to meet their educational needs, whatever they may be.

It may also be defined as that arm of any institution that extends its conventional programs to the general public and must definitely convert its resources, facilities, and expertise to meet the needs of its adult population above and beyond its ordinary day-to-day offerings.

Since my topic is confined to area vocational-technical schools and community colleges, I must comment on the overall continuing education opportunities available to a particular community and then converge on the postsecondary and two-year community colleges.

How Does One Identify the Community and Serve Its Needs?

It behooves a good practitioner and administrator first to know his institution's philosophy, identify his role, and implement what can best serve the needs of his institution's own clientele, without duplicating services already available in that particular community.

One must accept the fact that continuing education is provided through a wide range of institutions and media. It must be recognized that the university, four-year college, YMCA, unions, and business and industry all may and are providing some form of continuing education. This, in itself, is good. However, it would make our jobs much simpler if some law or taxonomy spelled out the specific programs or courses to be provided and delivered to our clientele. This has not happened, nor in the academic world would we want this to happen. We also must recognize that competition does exist and should be supported. Competition is good as it promotes excellence and possibly a wider delivery system. In addition, it does stimulate and promote an educational awakening and greater demand for our product, with the resultant more informed citizenry and a better prepared and more productive civilization!

It is necessary, though, that we recognize the need for us all to provide the continuing education and community service programs that we are best qualified to develop, implement, and deliver. It would appear foolish for a university to offer a course in flower arranging while an AVTS offers a course in nuclear physics. What each institution must strive for are programs of needs that fit into the educational objectives and philosophy, considering the economics and program practicability of the people it is to serve. As I mentioned before, competition is good, but repetition or duplication of like programs becomes economically expensive, with neither institution attracting sufficient enrollments to make the offerings practical.

What Is the Role of the AVTS and Community College in Meeting the Continuing Education and Community Services Needs on a Local Level?

If a community is fortunate to have both an AVTS and a community college, then both institutions must work cooperatively to provide the widest expanse of educational programs. Both institutions must work jointly to provide the services each can best deliver. Each must identify its capabilities, facilities, expertise, and delivery systems to meet the educational needs for that strata of the population to be served.

It is generally agreed that the AVTS is career-oriented, providing vocational and technical education on the secondary and, in some cases, postsecondary level. Here is where the AVTS must concentrate its community services and continuing education programs. While the community college usually provides a higher level of technical training and related academic education along with the two-year transfer programs, it must structure continuing education programs in these areas.

In each institution, the expertise of the staff must be considered as well as the uniqueness of the facilities, whether they be elaborately equipped shops, modern machinery, sophisticated labs, or special programs to meet the needs for which they were designed. After this identification is made, both must establish their educational priorities and develop programs based upon that community's needs and the area each is to serve.

Where a community college also serves as an AVTS, as does The Williamsport Area Community College, then it becomes relatively simple to encompass all of the above into a community service program that can best serve the entire community. Permit me to interject that any educational institution must also provide the educational leadership to identify and implement programs beyond what the community might feel it needs. Education must be able to command programs, to be innovative and create interests beyond the conventional so-called needs of its people.

The educational leadership must be provided to stimulate learning for a wide variety of reasons, but mainly to enable man today to become aware of the constant changes in his society; whether they be technical advances, economic and political changes, or preparation for one's own personal changes in lifespan or the proverbial career changes of his productive work years. Our daily living is so technical and sophisticated that in order to keep abreast of our everyday living continuing education for lifelong learning is a must. Continuing education must also be geared to serve the million students who drop out of our schools each year and for those thousands who are completing their secondary education with only elementary school achievement standards, as well as those who have no salable skill upon completion of 12 years of schooling.

The question can also be raised why we constantly see increases in poverty, crime, and other social ills in this great nation of prosperity and technological advancement and deal with them only after the disease has set in. Can continuing education and community services, on whatever academic level we speak of, be the preventive force to ward off these social problems? Community services must be so structured as to be innovative, flexible, and timely. This is the greatest asset any continuing education and community services school or division holds. It can and must shed the stereotype educational programs, the stagnant academic courses, the sterile delivery system, and conventional traditions that academia has been labeled with. Innovation and imagination are the key. Programs and delivery must meet the needs of and appeal to its clientele.

Who Is This Clientele Continuing Education and Community Services Is to Serve?

We often identify adult education with continuing education; basically this is correct. However, we must be able to first define the adult. In the strictest sense, an adult might be classified as one who has completed his secondary education or postgraduate work; or perhaps he or she may be a high school dropout. At any rate, he is one who is not considered a "professional student," that is, one who spends the major portion of his time at some other activity or vocation. For this reason community services must then be geared and hold special promise for this person because he is attending classes for a different reason than the "professional student."

To cite some examples of this "nonprofessional" student, he might be the man who has never been able to read well and now wants to do as well as his sixth-grade daughter; or the woman college professor who wishes to take cake decorating as a hobby; the farmer who has done welding on his farm for the past 20 years and now wants to know how to braze his plow tips; or it might be the busy M. D. who wishes to take up painting to get away from the phone and compels himself to relax with a new interest; or the young businessman aspiring to go into politics who wants to enroll in the Great Decisions course. Yes, this person may be the sixteen-year-old black dropout who couldn't "cut" the English class because he couldn't read, but is now building a color TV set in the electronics lab with the help of his technical manual; or perhaps the blind youth who couldn't learn a trade in high school because of his handicap and is now learning to become a machinist while working as a packager in an assembly plant. She may even be the college graduate who cannot get a job teaching.

As diversified as each may be, one common thread is prevalent: each is attending the community services program because of a genuine interest; thus, relevance and a meaningful program are a must!

Since Our Clientele Has Been Identified, What Programs Might We Consider to Meet Their Needs?

To explore the program possibilities, both the community college and the area vocational-technical schools must first investigate and become aware of what continuing education services are available in their particular area. After this, only the most innovative and wildest imagination should be employed to determine the potential community needs.

There is no magic formula about what should be offered, but the offerings must be as complete and comprehensive as the community will "buy" and participate in. A comprehensive offering must include all of the personal, economic, and educational needs of its people.

The programs should:

1. Provide an opportunity for personal growth.
2. Offer as wide a general educational program as the institution is capable of delivering such as credit and noncredit courses or an extension of its day programs, seminars, lectures, workshops, and cultural series.
3. Develop programs for use of leisure time in arts, crafts, or hobbies.
4. Provide an opportunity for further continued education leading to advanced study, whether it be noncredit, credit, or degree programs.
5. Provide skill, vocational, and technical training for the purpose of updating, retraining, and job advancement.

6. Develop physical programs in sports for life, such as recreation, dancing, and yoga.
7. Provide community services, a "catch-all" term for the extension of school or college facilities for use by the general public for such activities as consultation, research and development, and such other services as the institution can provide.

There is no one formula for continuing education or community services programs for any one institution. These will all depend upon the community, its needs, the economic conditions, the technological and social changes, and the kinds of institutions to be served—whether they be hospitals, prisons, homes for the aged or the handicapped—the demographic conditions or whatever must be taken into consideration. Each institution must know its capabilities, utilize its resources and be a catalyst to muster outside resources to provide the continuing education and community services not provided by any other agency or institution.

By all means, each institution should extend its campus to the community and, where possible, utilize the community as its campus.

A successful continuing education and community services program of any one vocational-technical school or community college in a particular community or area may be a complete failure in another community or area. Each area is unique. A workable program must take into consideration the specific kinds of industrial, business, and economic conditions, the social make-up, and the hundred and one other reasons why a community's needs are exclusive. Each program must be as different from its sister institution as the particular community itself may command, but the programs must be tailor-made to the people they serve.

Summary

In conclusion, the success of any continuing education and community services program is dependent upon its dedication to its clientele, the community's needs, and the establishment of that institution's philosophy to serve them. But, most importantly, there must be a true commitment by the area vocational-technical school or community college to continuing education and community services programs by providing the leadership, expertise, and financial backing to make available those services identified to fulfill the community's educational needs.

CONTINUING AND ADULT EDUCATION:
ROLE OF THE COMMUNITY COLLEGE

Edmund J. Gleazer, Jr.

President
American Association of Community
and Junior Colleges

As we say in Washington, I would like to insert in the record two letters which speak directly to the topic of this conference. You will recall that on August 30, 1974, President Ford made a commencement address at Ohio State University in which he called for improved ties between organized labor and higher education. On September 6, I wrote to the Secretaries of Labor, Commerce, and HEW, and to the White House to report on our interest in what the President said. I read from the letter to the Secretary of Labor:

> The Honorable Peter J. Brennan
> Secretary of Labor
>
> Dear Secretary Brennan:
>
> In view of the President's August 30 address at Ohio State University, you may be interested to know that we are developing increasingly strong ties with labor, both at the national level and in our colleges. We are meeting September 30–October 1 in Detroit with the education directors of six of the major labor unions in the country. The meeting is being called by this Association and the United Auto Workers. We will discuss union cooperation with labor education curriculums, apprenticeship education programs, local advisory committees, legislation affecting tuition levels, preretirement education services, manpower development programs, and other items identified in a planning meeting held here July 24.
>
> I note the President indicated in his address that he is asking you and Secretary Weinberger to report on ways to bring the worlds of work and of education closer together. This Association and its member institutions would be happy to assist in that effort.
>
> Our member institutions have offered educational services to labor for many years and they have drawn on labor resources for instruction and program development. We *have*, in the words of President Ford, "opened our doors wide to working men and women," both as students and as teachers. We are working to open the doors even wider.
>
> The most significant innovation in postsecondary education in this century has been the advent of the community college. Much of the education community has been charac-

terized by practices of exclusion, screening out and limited opportunities for entry, and on the development of a methodology that works primarily for the gifted student.

Community colleges have been striving to provide easy entry, a wide array of programs and services essential to human development, and individualized treatment of needs—all within commuting distance. A high degree of local control and financial support characterize community colleges, putting the community colleges in the strategic position of active participation in addressing priorities of community development and renewal.

Among the issues addressed by community colleges which are of particular interest to working men and women of our nation:

1. Opportunities for development of marketable skills for themselves and their children.
2. Education to improve the collective bargaining process.
3. Upgrading of the level of awareness among employees, supervisory personnel, employers, and employee organizations regarding the development of a safe and healthy work environment.
4. The decisions that face individuals in preparation for retirement.

A large number of community colleges work cooperatively with labor organizations in providing apprenticeship training and in supplementing apprenticeship programs with related education and training.

Working men and women and representatives of labor organizations bring to training programs practical experience of the world of work by serving on advisory committees for occupational programs. Additionally, many community colleges utilize members of the labor community as faculty and guest instructors to add technical content and practical working knowledge to strengthen training and education programs.

Community colleges have served as a local delivery vehicle for training programs under the Comprehensive Employment Training Act, Vocational Education Act, Occupational Safety and Health Act, and numerous other programs providing training and education opportunities for members of our working population, increasing their employability, earning power, and economic independence.

The many programs to prepare and upgrade craftsmen, midlevel managers, paraprofessionals, and technicians contribute not only to the advancement of opportunities for members of the labor force but have the effect of increasing the productivity in our manufacturing, natural resource, and service industries.

The role of the community colleges, even though given attention in the 1974 Manpower Report of the President (pages 182-83), is not generally recognized as being much different than traditional institutions with the emphasis on the classical curriculum and related rigidities. The open-ended nature of community colleges separates these institutions from much of the rest of the education community giving members of our communities alternatives regardless of age, station in life, or ethnic heritage.

I am enclosing a recent publication by Andrew Korim of our staff. It describes some of the work being done by our institutions with workers in their communities. We would be happy to provide additional information if you wish. And I would be especially happy to have an opportunity to discuss any of these points with you at your convenience.

Best personal regards.

Sincerely,

Edmund J. Gleazer, Jr.

Enc.: *Manpower Training in Community Colleges*

A response from the secretary's office acknowledged the important contributions of community colleges and urged them to strengthen their ties with the planning and administrative agencies of CETA prime sponsors in their communities. Incidentally, one community college president wrote to me recently, "In New Jersey, I find that we can augment CETA funds with $600 per FTE from state aid to community colleges. This, of course, is a very practical consideration for our prime sponsor in determining how to get the most mileage from the CETA funds."

I continued to reflect on the setting for the president's call for education and the world of work to be much more closely related and this reminded me, the commencement ceremony, of something that I have been tempted to say at community college commencement convocations for some time. Let me hazard my thoughts here.

It is possible that the world has changed so much, the times are so different now from what they were even a few years ago, that our ways of behaving are not at all appropriate to the circumstances that surround us; but we go on acting as if they were. For example, let's take a look at the commencement ceremony. Traditionally, it is based on the notion that students of "college age" had come together into a separate academic community for a period of some years for study. At the commencement convocation they were launched into the world with the good wishes and admonitions of their professors. Commencement speakers usually spent a great deal of time describing to the young and somewhat apprehensive graduates the problems, pitfalls—and sometimes possibilities—of that world out there. Copious tears were shed, more by the students than by the faculty. It was a time of parting after some years of fellowship, and it was assumed that the college would not see its graduates again nor would they see each other again until the twenty-fifth and fiftieth class reunions, although they would keep in touch through alumni bulletins and frequent fund-raising campaigns.

But what happens to the meaning of the ceremonial when the college is seen as an educational resource center for the community, to be used by young and old alike in a continuing way? Something like a public library: When you want to pursue an interest, develop a skill, stimulate the intellect, be amused, or associate with the arts, humanities, or earth travelers, you turn to the college. When you get your library card, the librarian expects you to be a long-term constituent.

How does the concept of going forth into the world change when half of the students or more have been working part time or full time in the community while they were in college and most of them are living in their own homes or in their parents' homes? What happens to the view that the graduates are of "college age" because they are 18 and 19 years of age when we find parents and grandparents in the graduating class and when the average age of students in community colleges is higher than that of students in the universities?

And what is the significance of the academic disciplines as represented in caps and gowns and hoods when the process of determining what the college is to do does not start with "what courses are we going to teach?" but with a careful examination of the educational needs of the people in the community. The process begins with: "Who are the People?" "What are their needs?" "What needs are not now being met?" What happens to some of our traditional concepts about what the college is and does when, instead of challenging people to storm the citadel for its prizes, this community-based institution started with the "customer's needs"? Suppose the approach were to create value-satisfying goods and services that consumers will want to buy.

Too often these days we debunk the past and abandon traditions before developing more appropriate behavior to take their place, so I'm not proposing to do away with the color and dignity of the college commencement at least until we have a promising substitute, but I am concerned about the ideas in our heads about what education is and what the community college should do. This world has changed dramatically in a very short time, and education along with it, while the academic garb remains the same. But I am not concerned about the costume; I am concerned about the concepts. Let's look at a few.

Learning Is a Lifelong Process

Increasingly we are describing ours as a learning society. Taxpayers are saying, "I am just as entitled to these educational services for which I am paying my taxes as are the young." The concept of education for the young, work for the middle-aged, and leisure for the senior citizens is being challenged with rapidly mounting force. More people are saying it makes more sense to have a mix of these as we move through our lives. Just a little more than 20 years from now more than half the people in this country will be over 50. In some of the recent labor agreements, retirement is possible after 30 years of work or at ages 51 and 52. Now many people are echoing the old Scotsman's prayer: "Lord, keep me alive as long as I live."

In the all-volunteer military force and in labor agreements there is recognition that educational opportunities are among the most inviting benefits. The United Auto Workers now have a provision for a $700 tuition refund which can be utilized on an annual basis for the 1,700,000 members of that organization.

Speaking of labor groups reminds us that jobs continue to change in their requirements; for example, the aerospace industry grew rapidly and has now decreased greatly in manpower needs; now the energy industries are growing. Individuals must learn new skills and institutions must be adaptable enough and responsive enough to provide those learning opportunities. The world of vocations sometimes appears to be so complex that it is most difficult for an individual to decide "what he is going to be." Many young people, perceived by their parents to be lazy or indifferent, are rather confused and uncertain about what occupational choices to make. They are afraid of making wrong choices and of getting into a dead-end street or, worse than that, a tunnel, and then find they have to back up to get out of it if they have made a mistake. But, if the student conceives of education and training for job entry rather than as an irrevocable career choice, his whole attitude may change. He makes a beginning and gets experience as he becomes acquainted with other vocational options as well as with himself and his own capabilities. Then, if he wishes to change, educational opportunities will be open to him without judgments made by himself or the institution that he has made a mistake and in so doing committed a grievous sin.

You don't have to get it all at one time, nor is it evidence of some serious deficiency in personality if your ultimate objectives are something less than crystal clear. Learning resources called community colleges are there during the person's life to assist in career choices that persist throughout life. I like the way one author described these "depots" which are there to be used as required:

> With more intensive adult education it may be possible to reduce the pressure on the supplies of education to adolescents and young adults. At the present time, there is everywhere a tendency to overload these supplies, because they are considered the baggage for a lifetime. We can compare it with an expedition to a big desert—tropical or arctic—where no supply stations of any kind are established. By the time it sets off on its lengthy journey to the desert, the expedition must have large supplies of food and other necessities. The situation would be entirely different if there were stations or depots along the route. The lifelong journey should in the future be supported by supply stations. It will, therefore, be possible to travel more lightly, which means it will not be necessary to load the memories of young people so much. This will at the same time be of great value to the educational processes during these earlier years. It will be an easier task for the teachers to ensure the motivation and attention of their young students (Rasmussen 1970, p. 422).

I call these supply stations community colleges. Need we be reminded that the information we package now to carry with us may be a very perishable commodity, and there is very little that we can pack as compared with the information avalanche that seems just at our heels no matter how fast we try to keep in front of it.

If we accept the idea of lifelong learning and that the community college is a resource to be used when you need up-to-date information or want to sharpen skills, then the approach to what it is important to learn in the initial years in the college setting may change considerably from the conventional. For example, how many of you studied languages of another country while you were in college, and 20 years later found yourself in a position where you could use the language? How much did that memory bank in your mind retain? But don't think you are a failure. Why not work at the language around the time you'll be able to use it? How many of you boned up on tax laws in preparing for your vocation and then found out that your job assignment wouldn't cover tax laws for 10 years, by which time all the laws changed? Why not study tax laws about the time you are going to work in the field? And what about a lot of other facts and figures you tried to memorize, hold on to? Some of it was held in suspension until the final exam and then cleared from the system. We have information storage and retrieval systems for the vast information supply of today and tomorrow that ridicule our effort at packing information for our journey. We might better concentrate our energies on the skills of locating information appropriate to our problem, learning how to utilize it, and critically appraising its relevance and quality. Learning the ways of logic. Or how to communicate. To speak so our thoughts can be understood, to listen critically, to write, to read, to organize our views and articulate them. To perceive the snow job or the soft sell in advertising. To recognize propaganda when we meet it. To appreciate the beauty of the arts of communication in color, sound, and symbol. Much of the world's great literature cannot be understood by us until we've weathered some of the experiences ourselves. But we can meet the authors, sample their thoughts, and become better acquainted when our times and mood join with theirs.

Learning is a lifelong process, but we cling to old forms that served far different days. Is not "adult" education such an ill-fitting form? And even occupational education to differentiate it from something else. What is the something else? "Academic"? Are we talking about "two-year" colleges or "fifty-year" colleges?

Recently an observer of the educational scene in Europe examined the implications of the Carnegie Commission's reports for European education. In a chapter on recurrent education, he gets right to the point. He writes of a comprehensive bill enacted in Austria to set up a national planning framework in adult education.

> Within its own context it is a highly progressive piece of legislation but from the point of view of recurrent education, it suffers, as do adult education arrangements in most Western countries, from a major structural defect: it preserves "adult" education as a separate educational sector, divorced from other postsecondary enterprises, from the immediate postschool apprenticeship system and from the normal diploma and degree courses of the universities and other institutions of higher education. What alone can fully meet the needs of workers and citizens is an integrated system which preserves all options (Embling 1974, p. 231).

Actually almost all our students are adults. Some are part-time and some are full-time. The part-time students are in the majority and their proportion will continue to grow. A report I received a few days ago from one of our member institutions revealed institutional trends over a ten-year period that reflect what is happening nationally.

Lee Henderson of the state of Florida reported to me very recently on how the community college world is changing in his state.

TABLE 8

POSTSECONDARY STUDENT PROFILE: FALL SEMESTER 1964–73

Year	Enrollment	Average Hours Taken	(Percentages) Full-Time	Part-Time	Transfer	Career	Male	Female
1964	2,018	9.049	57	43	62	38	62	38
1965	2,504	10.030	53	47	66	34	60	40
1966	3,188	10.327	56	44	67.4	32.6	61	39
1967	3,906	9.722	50	50	64	36	63	37
1968	4,660	9.592	51	49	58.4	41.6	64	36
1969	5,149	9.578	50	50	58.2	41.8	64	36
1970	5,296	9.766	50	50	56.3	43.7	63	37
1971	6,017	9.248	43	57	55.6	44.4	61	39
1972	5,848*	8.738	37	63	52.6	47.4	59	41
1973	6,370*	8.537	34	66	45.4	54.6	57	43

SOURCE: *Annual Report, 1973–1974*, Livonia, Michigan: Schoolcraft College, p. 9.

Note: Since community services classes were not offered as such prior to 1972, the data for 1972 and 1973 excludes institutional credit enrollment to provide for an equitable comparison to previous years. However, when community services enrollments are included, total enrollment for the fall semester was 6,763 in 1972 and 8,157 in 1973.

In 1968 the Division of Community Colleges made an enrollment projection which showed that in 1973–74 the community colleges of Florida would enroll approximately 125,000 full-time equivalent students. These full-time equivalencies would come from enrollments of 250,000 individuals. This year the actual enrollments total about 130,000 full-time equivalents, but the FTEs will be made up of between 450,000 and 500,000 individuals. During the period since the projection date, the percentage of high school graduates going directly into college has declined. There apparently is a new constituency comprised of older students and many more part-time students. As a result of these trends, the Division of Community Colleges is now attempting to find a valid way of projecting community college enrollments as a percentage of total population, rather than as a percentage of high school graduates or as a straight-line trend. Dr. Henderson concluded by saying that the enrollment increases during the past few years have almost paralleled the percentage of increase in the state population as a whole.

Let me recapitulate: Community colleges are educational institutions for adults. They exist to serve adults throughout their lifetimes as learning needs and interests arise. Trend line data now indicate that many of the institutions are well along the road to being "depots" for that lifelong journey. The proportion of part-time students is increasing markedly and the average age of persons served shows a similar rise.

Large numbers of those students are enrolled in occupational education programs which continue to grow. In testimony given at hearings of the General Subcommittee on Education of the House Committee on Education and Labor last August, Dr. Peter Masiko, Chairman of the Board of AACJC, reported that in 1973, 44 percent of all community college students initially enrolled in occupational education programs. This percentage contrasts significantly with 13 percent enrolled in similar programs in 1965. Dr. Masiko cited a number of states in which at least half of all initial enrollments in 1973 were in occupational programs. Among these were Massachusetts, California, New York, and Illinois.

New Population Groups Served by Community Colleges

Perhaps even more significant than the growing proportions of persons enrolled in occupational programs is the fact that new population groups are being served. In days when many educators speak of shrinking enrollments, community colleges are addressing themselves to programs and services beyond the traditional group of young people just out of high school to include the entire community; nationally the numbers of people served continues to rise. Let me give a few examples of service areas that are developing.

Senior Citizens. I have already referred to an older population. At the same time that there are more older people, the proportion of persons over 60 in the labor market is declining. Recently AACJC surveyed 1,137 community and junior colleges to determine the extent and nature of educational programs designed to prepare manpower for the field of aging and direct service programs established to improve the quality of life of the elderly. In surveying education and training programs, the association identified 389 colleges that offer courses pertaining to aging in such career curricula as recreational leadership, mental health, nursing, human services, etc. Another 112 colleges indicated plans to implement an aging program in either 1973 or 1974. The largest training effort—43 programs—is directed toward upgrading the skills of presently employed practitioners, managers of senior centers, nursing home administrators, nurse's aides, and geriatric aides. Honolulu Community College and Elko Community College in Nevada operate state-supported senior citizens' centers. Fifty-one colleges indicated receipt of state or federal funds to operate programs to serve the aging. Among the associate degree programs offered are: Health Care Management, Medical Administration, Long-Term Care Administration, Nursing Home and Small Home Administration, Mental Health (Geriatric Specialist), and Gerontology. Andy Korim has concluded as the result of his observations and the survey that "improving the quality of life for the nation's 22,000,000 senior citizens represents a major priority for the more than 1,100 community and junior colleges and technical institutes."

Community College Services to Governmental Agencies for Training. Demands are being placed on government agencies to improve the delivery of services. A significant emphasis is being placed on strengthening local, state, and federal governments through extensive programs to upgrade existing employees and to provide improved training and education opportunities for new employees. Major efforts are underway or in the making that create the means by which the improvements in the quality of government personnel may be realized. Among these are:

1. Public service careers program of the U. S. Department of Labor. Under this program, four separate plans are structured to provide education and training for public service careers.
2. The passage of the Intergovernmental Personnel Act administered by the U. S. Civil Service Commission. This act provides for strengthening local and state governments by improving the quality of personnel employed in these governments.
3. Modifications in the allocation of tax revenues through federal revenue sharing. Under federal revenue sharing, funds are made available to state and local governments for their allocation to community priorities, which may include funds to improve the quality of the delivery system in state and local governments. Community colleges have the capability to provide these services effectively. Government agencies must be made aware of these capabilities. You know that AACJC has been active in the public services careers fields for many years with attention given to law enforcement,

traffic technicians, criminal justice, fire service, human services, and government careers.

Correctional Education. Lee College in Texas offers 42 sections of academic work and 28 sections of technical-vocational work to 920 students in the inmate population of correctional institutions in that state, under an agreement with the Texas Department of Corrections. *Other Texas junior colleges are also participating. Preliminary reports* have shown a reduction in recidivism in the Texas Department of Corrections from 50 percent in 1965 to approximately 15 percent in 1970. Recidivism rates in penal institutions often run as high as 65 and 70 percent. Thirty-seven community colleges and technical institutes in North Carolina are offering instruction in 67 of the state's 72 prison units. The growth in programs of this type confirms the belief of criminologists that the correctional system of the future will be largely based on an educational model, not an industrial or medical one. There is considerable evidence that the community college will assume an important role in aiding in the rehabilitation of the nation's numerous wards of correctional agencies.

Health Education. Increasing rapidly to become a major item in the individual and national budget are the costs of health care, and these are particularly great when there is need for institutionalized care. AACJC has recently completed a short-term national study to gather and disseminate information that will help community and junior colleges strengthen their roles in professional education for ambulatory and primary health care practice. Dr. David E. Rogers, president of the Robert Wood Johnson Foundation, has told us:

> The nation's junior college system, with the help of concerted study and action programs organized by AACJC, has emerged as an important training resource for professional staff required by the country's hospitals and related diagnostic facilities. Hopefully, this Association study will help the colleges to define the steps required in the way of clinical teaching experiences and other needs to enable them to play a similar role in training staff for doctors' offices, community health centers, and settings providing ambulatory and primary care.

He spoke of the rising need for new types of health professionals—nurse practitioners and physician's aides, for instance—trained for specific roles in primary care practice.

Services to Mentally Retarded. Dr. Jane Matson of California State University at Los Angeles has reported to me on a survey of community colleges offering instructional services to mentally retarded adults. In Dr. Matson's words: "I was surprised at what a variety and to what an extent the community colleges have become involved in this area. I believe this reflects the national efforts toward diminishing the institutionalization of mentally retarded adults and assisting them in finding an economically and socially useful life within a community." Services are of two types: First, direct services to the mentally retarded individuals and/or their parents; second, instructional programs designed to serve those who are working with the mentally retarded (or planning to work), usually in a public or private community agency or organization. Many colleges report short-term training programs for staff development of persons currently employed in agencies serving the mentally retarded. The most extensive and usually the most successful programs are those where there has been a close working relationship with the other community agencies. In some instances, there has been financial support; in others, cooperation and coordination only. Funding possibilities include the Rehabilitation Services Administration, and, interestingly enough, the Department of Agriculture. AACJC is examining the possibility of making an approach to this field of social need similar to efforts in the field of aging.

On Monday and Tuesday of this week, several community college presidents, representatives of AACJC, the ACE Commission on Educational Credit, and the Office of Education met with representatives of several of the nation's largest unions at Solidarity House, UAW headquarters, in Detroit. The meeting was held to explore the educational needs and interests of the unions to which the community colleges could be responsive. Among the areas of interest which will be further developed in future programs are the training of personnel to administer the provisions of the Occupational Health and Safety Act, associate degree programs in labor studies, preretirement educational programs, postretirement learning needs, utilization of educational entitlements contained in many of the contracts now in effect, and the translating into academic currency of organized programs of learning taken under union sponsorship.

Many other illustrations could be given of the almost unlimited educational "markets" to which community colleges are giving attention in rapidly mounting ways. Some of these were referred to in the testimony given to Chairman Perkins' Committee:

1. Paraprofessionals for new human services careers.
2. Upgrading of personnel employed by agencies and private service organizations working with offender rehabilitation, handicapped persons, and the elderly.
3. Retraining of workers who are displaced from their careers due to retirement policies or technological change.
4. Technical manpower for energy resource research and production.
5. Provision of occupational and vocational education programs and services to persons in correctional institutions.
6. Training to strengthen employees of local governments.
7. Technical training to serve the manpower needs of industries undergoing rapid technological change and/or growth.
8. Short-term preparation of personnel required to implement state and federal standards pertaining to industrial and transportation safety, environmental regulation, consumer protection, and related priorities.
9. Training to volunteers engaged in public protection and emergency services.

Let me give one more very practical illustration of fruitful areas of service for community colleges in the "adult" occupational education mode. Last year, Mike Kipp, formerly with the American Management Association, worked with the association for a while in a planning exercise. He has now gone to a new position as deputy commissioner for mental health in one of the large counties of New York State. I asked Mike to report to me his impressions from the other side of the fence.

> Onondaga County, of which Syracuse is the county seat, has a population of slightly more than half a million. Even with this relatively small population, there are over 50 distinct publicly funded organizations working in the human services. These include probation department, social services department, the department of mental health, the penitentiary, the community college, the office of parole, the city and county jail, and a variety of others. Taken together, the "price tag" on human services in the county is something slightly in excess of one billion dollars a year.
>
> Inquiring at some of the sister departments around the county since I have been on the job (mid-June), I have found that employee turnover per year is in excess of 60 percent. Naturally, this varies among departments; but what it says is

that there is a tremendous need to train and retrain people in the field. One of my earlier suggestions was to develop, with the assistance of the community college, a training and orientation program to be run every quarter (one each three months) to take in all newcomers to the human services field in the county. This would apply to case aides, probation officers, deputy commissioners, people of all job descriptions, and might include a variety of specific skills and techniques, an introduction to the "system" at work in the area, and a high degree of socialization or introduction to other professionals working in the area. This would provide some sense of continuity and familiarity in a situation in which a vast army of untrained people spend half their time trying to figure out who to call to solve any given problem. Passing the idea around some of the people with whom I am presently working, I find that the reaction on most people's part is lukewarm. The reasons are twofold. First, few have seen such an experience really work. Every department has its own training division and spends a considerable amount of time on training. Few find that their investment pays off, but they continue to make the investment. This seems to me to be significant for the community colleges. More importantly, though, most people feel that should such an orientation and training "course" be offered it should be offered under the auspices of the university rather than the college (the community college) inasmuch as the content would be "beyond the two-year level" in the minds of those with whom I spoke. The real lesson here for the community college field is that there is a concept of just what these institutions can appropriately be expected to do. Hierarchically they seem to represent a fairly pedestrian level of training which is in no way appropriate to an adult who happens to find himself in a new job.

Insofar as manpower development in the mental health field is concerned, there is reason in my mind to believe that a tremendous and, insofar as I know, untapped market exists. Granted, most community colleges have a human services track for people wanting to go into the field. I am referring, however, to the need for programs for other than youngsters who might wish to work in the field. Let me be specific. New York State, as are most other states, is on the track of implementing a policy of "normalization" for mental illness. What this means is a decided preference for caring for people in the community rather than in the back wards of mental institutions. Just how real this trend is can be illustrated by recognizing that in 1950 about half the patients in hospital beds were psychiatric patients. This number was about 700,000. Today, there are fewer than 500,000 people in psychiatric beds, much of the reduction having taken place within the last few years. This trend will continue and will not be matched by a diminution of behavior and condition we've historically regarded as mental illness. In my own setting I recently went through an exercise with some of our local institutions in which we found we could identify more than 1,500 people who could profit from some form of sheltered living. Right now we have a capacity for caring for less than 200 people in sheltered living arrangements—hospitals, group homes, half-way houses, family care and the like. This gives us a planning gap over the several years of at least 1,300 sheltered living places. It's important to note that this doesn't count people who aren't presently institutionalized. Given a special type of work, the funding patterns, and the natural resistance in the community to "having crazy people living near you," the planning job is considerable. For the community college, though, two things seem to be significant. First, the need for 1,300 placements creates a need for almost an equal number of caretakers and probably twice that many candidates. The manpower development problem is enormous. Even solving the residential component of the problem would only melt the tip of the iceberg. The more important and even more sizable aspect of the problem is the need to provide programs for this population for the 16 hours a day they are not sleeping. This means sheltered workshops, socialization programs, training and daily living skills, recreational programs, and the like. Experience around the country has shown that without programs of this sort, readmission is a certainty in nearly 70 percent of the cases. Here, it seems, is an ideal place to "strip the educational component out of public services." Second, what kind of community education is required to encourage the commonweal to embrace the notion of normalization? The policy runs several years ahead of public attitude. Deschooling and deinstitutionalizing are part of the same continuo. What is needed is a concerted process to educe from the community an attitude of caring for its own and developing itself *with the assistance of the community college.*

As community colleges move in the direction indicated, facilitative efforts are required. What are these?

1. The concept needs promotion and interpretation that the community college is indeed an educational resource center for the community to be utilized by the citizens throughout their lives. Education in community colleges is "adult" education. Adults are the primary target population. And education and work will interrelate in the individual's career. There are values in this process. It is not a second choice learning opportunity.

2. Performance rather than a degree requirement or hours of credit taken will be used as an evaluative measure of learning. The *Washington Star-News* of August 21, 1974, carried a story about a group of Arlington policemen "rallying to the cry 'equal pay for equal work.'" They were threatening to sue the county over its policy of giving extra incentive pay to police officers who earn college credits. Said the attorney representing the group, "Unless they can show that your degree makes your work better than mine, they can't pay you more." The attorney said the incentive pay violates the officers' rights under the Fourteenth Amendment. "We can find no evidence that Arlington County, nor for that matter any police jurisdiction, has successfully been able to demonstrate that college education bears a demonstrable relationship to job performance," the attorney stated.

As we move out beyond the confines of traditional higher education, we will be pressed to evaluate new kinds of objectives with new kinds of measures. If the purpose of evaluation is to be anything but punitive it must be based on the relative success in achieving objectives that do not reduce all performance to an hour of academic credit. The Arlington case is symptomatic of the need for new measures of learning to match new concepts of who learns, how they learn, and why they learn.

3. Working relationships must be developed by the community colleges with new "allies." Among these are community schools, area vocational schools, CETA planning councils, state employment service area councils, area agencies for the aging, union organizations, trade associations, etc. The community college is not the only adult education resource. It should take initiative to establish productive relations with related groups.

4. Articulation with other community organizations in recreation, health, manpower, etc., will call for a different stance and a new set of relationships for administrative and faculty personnel in many community colleges. Many who are at home in the "higher education community' will need to give deliberate attention to implications of a broader base in the community.

5. The Vocational Education Act of 1963 and the 1968 amendments significantly broadened the traditional agriculture, trades and industry, and home economics emphasis of earlier vocational education legislation, establishing new priorities that emphasized contemporary and future job demands and training needs. As testified by AACJC recently, however, certain new priorities need to be established.

Among these are the need for vocational education and guidance for older citizens. The mid career unemployed and underemployed and early retirees are two examples. As a practical matter, the provision that not less than 15 percent of Part B vocational education funds must be used at the postsecondary level might well be raised to at least 50 percent in view of the developments that have been reported here tonight.

And What of the Future (Or Is There)?

In pursuing my round of meetings this week, I was exposed to a real prophet of gloom and from a community college of all places! He had been looking at the trend in the numbers of high school graduates in his city and the trend was down. He had been visiting with a colleague in a municipal university, and much to his dismay the colleague indicated that the university would be offering some new programs in the fall that the community college also offered. My gloomy friend rehearsed the problems of inflation, competition by the universities, the faculty union, and declining markets—as he perceived them—and honestly asked, "Is there a future for the community college?"

I would like to respond to that question because I think there is in it more than a concern about the community college. I think the question also gets to the ways in which we perceive a society with the wave of westward expansion no longer possible, a society of zero population growth and a steady state economy. There is no question that the time has come for the settling of accounts, for taking a look at consequences, for checking our inventory, and for establishing priorities. Up till now it's been a story of discovery and population growth, ever-increasing gross national product, and resources unlimited. Questions are now being asked about our society and about education that were not asked in previous times when society's resources seemed more nearly adequate for all of our social tasks. Limited resources require informed decision making and the establishment of priorities in accordance with a set of values. As I see the future of the community college, it will be acknowledged as a valuable learning resource by increasing numbers of people who want to earn a living (nothing wrong with that) and more, and who see life as more than an endurance contest. I see the community college perceiving other social needs such as mass transit, health care, welfare, environmental pollution, not as competitors for limited dollars, but as contributors to critical social problems with educational elements that can be identified and dealt with in positive ways, thereby reducing the need for society's rescue or cleanup crews.

As I visit institutions like this across the country, I am impressed by the ways that the educational structures are being changed to respond to the needs of people. I see colleges meeting people where they are with continuous registration, open laboratories, peer counseling, and learning laboratories, all of which reveal to me a genuine respect for the almost infinite variety of personality that make up our institutions. I shared with some of you who are in this assembly tonight the excitement of the explosive growth of the 1960s, a new community college every week, a decade of brick and mortar, bigger and, it is hoped, better. As I look ahead I see growth continuing, although not at that same breathless pace; I see steady growth and excitement, too, with the college more and more interfused with community; not so much serving the community—that's a little presumptuous—but being used by the community. The community at learning: that's the community college.

I have similar feelings about the social environment in which these colleges have their setting. It is wholesome for us to have to sort out our values, establish our priorities, and deploy our resources, knowing that if there are some things we want to do, there are some things we must do. Close to the top of our priorities in this new era we are entering, I think, will be a greatly improved quality of community life, in social relationships as well as physical setting, and that brings me back to the nature of this institution. The action is going to be in the community. You are of the community college. Which reminds me of the city dweller female newspaper reporter who was doing a story on the work life of a farmer. She asked him what time he got up in the morning to go to work. His response was, "I don't go to work. When I get up I am surrounded by it." You don't go out into the community. You are surrounded by it.

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IMPLEMENTING A MANAGEMENT-BY-OBJECTIVES SYSTEM

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A school organization or school system could be considered as the rational coordination of activities performed by people for the commonality of purpose or goal (that of educating youth) through which the division of labor, functions, and responsibility rests in a hierarchy. Achieving work tasks by groups seems to be most effective when managers are perceived to be supportive and influential in dealing with problems which affect the well-being of individuals within the group.

There was never a more propitious time for testing and perfecting the management theories applied in business and industry based on conditions under which people operate in our schools. Among the driving forces which impel school organizations toward experimentation with a different management style for the 70s and 80s are: (1) inflation and recession pushing management toward the use of new knowledge to increase effectiveness and reduce costs and the (2) recognition that new technology requires better management of human capacities.

There continue to be myths about motivation and work. The following examples are some which have evolved most recently (Herzberg 1968):

1. Reduce Time at Work
   Reducing a work schedule does not motivate people to work.
2. Spiraling Wages
   This motivates many people only to seek the next wage increase.
3. Fringe Benefits
   Educational institutions are beginning to duplicate the union-industry thrust for welfare benefits. Many wage dollars are fringe; yet, there is a continual cry for motivating people to work.

4. Human Relations Training Programs

   Thirty years of promotional efforts have only added to costs; yet, the same question arises, "How do you motivate people to work?"

5. Sensitivity Training Sessions

   Do you really understand yourself? Do you truly trust others? Yet, how does one appreciate his worth to the organization?

The question "How do you install a motivation generator in an employee?" is still the primary consideration in the role of a manager.

It is assumed that the key to productivity of human capacities is individual motivation. However, the factors influencing motivation are needs, perceptions, and individual goals and how these are met. Human motivation, then, is actually germane to managerial consideration in providing a work climate conducive to self-initiative and self-appraisal.

School systems or school organizations do not exist in themselves They are connected with a variety of other units which influence their direction. Yet, the educational manager (educational administrator) is a creature with his own value environment. It is this value environment which becomes paramount in initiating a logical system for management of people in work.

A great deal of interest has been generated in the concept, management by objectives. This interest stems from a number of issues.

1. The number of school systems developing and using systematic appraisal procedures for administrators has tripled in the past 10 years.
2. Business and industry procedures for evaluating supervisory personnel have entered the education circle.
3. The push for accountability and its meaning is literally forcing boards of education to look at means for assessing administrative effectiveness.
4. Public uneasiness about the role of the administrator in an educational institution begins to propose serious doubts.
5. The lack of discrete information as to "who" is responsible for "what" in the educational institution is leading boards of education into demanding administrator appraisal systems.

6. Pupil failures and dissatisfaction with the schools are being attributed to lack of proper teacher and administrator evaluations.
7. States are mandating accountability systems, assessment programs, and administrator evaluations (i.e., California, Colorado, Florida, New York, and Pennsylvania).

Stages of Development

Bernabei and Leles (1972) postulate at least three stages of development in instituting a management-by-objectives system:

Stage I/Setting Individual Objectives

Setting individual goals and objectives related to major job responsibilities is a motivational approach to managing a system. Each individual sets high personal regard on his objectives, knowing full well that he will be measured against them. Individual needs become primary, organization needs secondary. Yet, the two must be compatible for an institution to function properly.

Stage II/Setting Organizational Goals

Each individual must relate his goals and objectives to the organizational system wide effort. The realization that individual managers (administrators) are part of the larger organization is the next step in establishing additional objectives.

Many management-by-objectives advocates prefer to start with organizational system wide goals as the basis for writing objectives. It is this author's premise that self-actualization can only be realized by having each individual manager look at himself in terms of his own job responsibilities and objectives. Then he can relate these to organizational efforts or system wide goals. It is at this point that the individual manager identifies the discrepancy between his self-perceptions and those of the system. This leads to discovering differences between individual perceptions and the perceptions of others. Here the individual begins to see a common thrust toward organizational unity. Where the perceptions of the individual are the same as or close to the perceptions of his supervisor or organizational thrust, the result is positive and productive.

If managers continue without knowing the organizational effort or goals, how then can unity evolve? What motivating factors are evident for each individual, representing a subunit within the system, to work toward? MBO is aimed at better performance appraisals and the integration of the individual's performance with the task at hand for and within the organization (system). If the MBO concept is going to make an impact on organizational unity, there must, therefore, be a resulting effort of relating individual goals and objectives to systemwide goals.

It becomes necessary, then, for each individual manager (administrator) to go through the experience of writing his objectives for his position and gaining approval from his superior prior to a concentrated effort in order to achieve both horizontal and vertical integration of objectives. This means that Stage I must precede Stage II. At least two years are necessary to achieve a reasonable vertical-horizontal relatedness in managing by objectives.

Stage III/Setting Up an Appraisal and Monitoring System

Stage III encompasses efforts toward setting up an appraisal and monitoring system, in addition, to the vertical-horizontal objective writing stages. This process should be attempted in the second and third years of program development in order to achieve an effective MBO system. Although possibilities for reducing the average length of time required to move through each stage might exist, it has been this author's experience that educational administrators do not wish to move any faster.

Problems of Measurement

Educators are more prone to write tasks than objectives, since objectives are more difficult to measure with precision. In educational practice, both qualitative and quantitative measures are acceptable. It is not critical, at least during the first two years, to expect precision measurement in all cases. As time progresses in the use of the MBO system, measurements of achievement will become more precise. Do not expect each individual to measure "everything" that he does. If objectives get in the way of smooth operation, discontinue the system employed for writing objectives or revise it.

Many have asked the question, "How many objectives should an individual manager write?" There is no set quota. However, as a rule of thumb, practice dictates that no individual manager should write less than 8 nor more than 15 to 18. The point to remember is that one should write objectives related to his major responsibilities and major organizational goals for measurement appraisal purposes.

Once mutually agreed upon by supervisor and subordinate, rank ordering the objectives provides for a more balanced effort toward realistic performance. A weight given to each objective, once ranked in priority, signifies the relative merit of attaining the objective. It also forces the individual manager to plan more realistically as it relates to his time and effort.

Do not expect the ultimate in improvement the first year. It is better to expect a 2 to 3 percent gain than to set 10 percent as an unrealistic standard. A 2 percent gain in management performance will often provide a 20 percent gain in teacher productivity and eventual gain for the learner. Setting realistic ranges to shoot for encourages managerial styles for meeting objectives. It encourages the self-actualization concept through successful stimuli, as may be evidenced by reduced anxiety levels. It is not necessary to cover all aspects of the job the first year. A workable plan, to develop and encourage a better understanding of the system, will get improvements.

If properly conducted, an MBO system can become a vehicle for every individual to improve self and the organization. But MBO is time-consuming and difficult to achieve, unless there is a firm commitment by all. Educational MBO is fast becoming one of the best means to develop an interactive communications network among staff. This interactive network produces a systematic feedback to individuals for personal growth, as well as organizational growth.

Performance Feedback

Two types of performance feedback can be used in the MBO system. One commonly referred to in programs of this type is the kind the supervisor gives to his subordinate. This allows the employee to obtain a practical, realistic view of the standards used by his superior. This can only be accomplished with periodic interaction of superior and subordinate. Yet, the best method for feedback is that which the individual provides himself. Such a performance feedback system provides a more coherent and sustaining effort on the part of the individual performing.

The theory behind scheduled performance reviews is that the individual knows what is expected of him and that established standards are agreed upon prior to the reviews. These two factors are perhaps the technical flaws in an appraisal system.

Odiorne (1965, pp. 174-77) identifies four of the most common flaws in standards of performance:

1. Measurement of a Man Against a List of Personality Traits

   Formulating a list of predetermined traits against which a manager will make evaluative judgments is the weakest method for measuring a man's work.

2. Man-to-Man Ranking

   Appraising individuals on "alikeness" has flaws which cast doubt among individuals being evaluated.

3. The Master Scale of Managerial Performance

   Master charts used to appraise an individual's capability to organize, plan, motivate, or control are hardly adequate. Experience or longevity are no guarantee of maximum managerial performance.

4. Mixing Appraisal of Performance and Potential

   Here, the tendency is to appraise one's ultimate worth related to his performance. By practice alone, we know that an individual with an IQ of 140 has potential. However, the question still rests, "What has he achieved to date?"

"In short, ratings, founded as they are on human perception and judgment, must naturally be inaccurate" (Odiorne, p. 179). It becomes clear, then, that each supervisor must delineate clearly with his subordinate what is expected from the subordinate on a job and to establish an acceptable set of performance standards. This method will eliminate much of the confusion that exists in evaluating educational administrative management.

Salary and Job Positions

Administrator salary increments in school systems are often given on the basis of two common factors: (1) job position status and (2) job position performance. The latter is used quite sparingly in educational management. For example, many building principals are paid on a differential scale related to a time and responsibility factor. Time is defined as ten (10) months employment versus twelve (12) months employment. Responsibility factor is related to the number of teachers assigned to a building. These factors are related usually to job position status.

Central staff administrators are primarily paid on the basis of job position status only. For example, an assistant superintendent with like number of years in the system, holding like degrees as his peers, is awarded salary increments based on job position status; i.e., assistant in charge of: elementary education, business, secondary education, or personnel.

Unless job performance objectives and standards are established, salary increments are given on a weak foundation. While the work is widely different between any two individuals in a system, internal equity can only be brought about by measuring the worth of the position with a scale of performance standards. To do this, individual job positions are identified initially. Each position has its major functions: business affairs, curriculum and instruction, pupil personnel, staff personnel, community relations, and personal growth factors. Within each of these major job responsibilities unique to each job position evolve. These responsibilities describe a common pattern of work to be performed. Yet, when each individual describes his major responsibilities on his own, he is essentially contributing his own value system to the appraisal process. For this reason, MBO principle is an attitude as much as a technique or device.

One could assume, then, that determining salary increments for educational managers is a matter of viewing a particular job position, identifying the major responsibilities for that job, and equating these to the funds available.

The problem, however present, is in establishing internal equity of funds based upon the degree of achievement of those responsibilities. A more realistic approach would be to measure each individual's performance against some predetermined expectancy. This, of course, is where the concept of objectives related to individual responsibilities and organizational goals come into play.

It becomes quite evident, then, that no simple formula exists which can be applied to rewarding individuals on the basis of job responsibilities alone. According to George Redfern (1972, p. 88), "[Administrator] productivity can be evaluated. The process for doing so is evaluation by objectives."

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PROBLEMS IN COUNSELING THE VOCATIONAL ADULT AND CONTINUING EDUCATION STUDENT

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An examination of the literature on counseling adults in vocational or continuing education may indicate the low priority these students often have in our institutions. From reading the current literature, we learn very little about these students, which is ironic, as the adult student population is no doubt the single most important growth area in postsecondary education.

"Time was when students came to college . . . for an education; to acquire knowledge and wisdom, to be steeped in the classics, and to ponder the variegated paths of truth" (Farmer 1971, p. 60). Some students still study Plato, Latin, and medieval poetry. However, inflation, unemployment, and mechanization are sending more adults back to school to study the metric system, electronics, and home canning.

As our society changes at an even faster pace than we are now experiencing, we will have more and more adults entering our institutions. Continuing education and retraining are now a way of life. It is important that my fellow professionals accept this as fact because many now need to experience some retraining themselves if we are to adequately meet the psychological needs of the adult student.

Research on the Adult Student

At the present time, we know very little about the adult student and what he or she needs. A disproportionate amount of research has been done on the baccalaureate student. Very little research has examined the adult student in any educational setting. This situation is similar to the dilemma educators experienced in the late 1950s with the "typical adolescent" college student. There had been a sudden surge in college growth, and few researchers had taken the time to examine the impact of college on students or the developmental needs of late adolescents. During the 1960s and early 1970s, our knowledge about the developmental needs of adolescents has grown a great deal. That knowledge has been very helpful to me and my colleagues in planning more systematically how to satisfy the needs of adolescent students.

We do not have that research background luxury with the adult student today. A huge gap now exists between the need and the practice of research on adults. Researchers have long focused away from adults. We know in much more detail the developmental stages of childhood and early adolescence. The years from age 18 to 65 were simply labeled adulthood by developmental psychologists. You and I know these years to be more complex, filled with varying needs and having patterns too definite to simply label these 47 years between 18 and 65 as one final developmental stage.

It is important to make this point that we lack knowledge about adults, because you can do something about it. It is not a difficult thing to gather demographic data about your adult students and systematically seek to understand their needs. As we all gather and share this data, we will better be able to counsel our adult students because we will understand them better: "With more information on the cognitive and affective characteristics, interests, and abilities, counseling and instruction may be better planned and exciting to the benefit of all concerned" (Martorana and Sturtz 1973, p. 30). "Affective needs have been especially ignored with the emphasis of most data-gathering on cognitive interest inventories and ability tests" (Farmer, p. 60).

What implications for counseling does the available research offer?

The adult student in vocational or continuing education probably has lower educational aspirations than the four-year college student. He is often educationally unable to compete in the classroom. He frequently has a lower level of communication skills, which makes it even more difficult to articulate his needs. His other interpersonal competencies are also frequently lower than our previously typical college student.

Most adult students are back in school to get a better job or to improve the skills on their present job. They are exceptionally task-oriented, having little patience for assignments which are not relevant to their needs.

Adult students also have less time in the classroom to learn the coping skills needed to adjust to a continually changing work world. We are all trying to overcome that. "[We] need to develop within each individual—according to his own capacities, interests and standards—the requisite skills and technical know-how to compete in the labor market. [Educators] must develop a new kind of general education that will better prepare each person for future changes" (Martorana and Sturtz, p. 27).

Counseling of Adult Students

How are we now typically responding to the counseling needs of adults?

In institutions where adolescents are a sizable portion of the student population, adult services are usually weaker. Financial aid, student activities, and counseling centers are mostly oriented to the full-time adolescent student. This is most evident when the majority of adults attend classes in the evening. Compare the number of services and offices open during the day to the number in the evening. You'll find the typical institution has shortchanged its adult student. Because most adults are so task-oriented and resistant to bureaucracy, we do not always hear from them when we fail to fully meet their needs.

From the scant literature available and from my own experience, the most common counseling problems of adult students are caused by:

1. Poor educational backgrounds
2. Inadequate study skills
3. Lack of confidence
4. Unrealistic expectations
5. Irrelevancy of their curriculum
6. Conflict with teachers/spouses
7. Improper orientation to the college

The majority of these issues cover areas typically not dealt with by counselors of adults. The emphasis on counseling adults in the past was information-oriented and relied heavily on interest testing. Many apparently still believed that adults do not need help with family problems, feelings of inadequacy, job unhappiness, etc. Not true! We need to discover more creative ways of bringing adults to us with their counseling needs. "It takes courage for a mature adult to seek advice from another adult. As courageous as he may appear to be, the adult fears change and the delving into his dreams and vocational aspirations. The counselor's role then becomes one of helping the adult to perceive the basis for his fears and the very real obstructions which deter or promote the actualization of his plans" (Farmer, p. 64).

The role of the counselor with the adult student's family should also be examined. The spouse of the student plays a very significant part in the student's success level. Spouses are seldom given any recognition for the sacrifices they must make for the adult student. This can build resentment and interfere with the student's education. This can happen during orientation, through student activities, or in the counseling center.

There are additional areas counselors should be examining from this list of major adult counseling problems.

Adults will often feel more confident and study more effectively if they attend a precollege study skills workshop. When adults are in the minority at an institution, they will feel more able to compete with teenagers if they have a support group of other adults. Counseling centers should be aware of the strength of peer group reinforcement and bring the adults together. The sharing of problems and mutual support found in such a group enhances academic success.

Wherever counselors perceive irrelevancy or conflict in an institution for adults, whether it be in outmoded curriculums, entrance requirements, or administrative roadblocks, they have an ethical obligation to advocate change. Most adults simply do not have the time or sophistication to work for institutional change. (Adult students differ in this respect from the activist student of the late 1960s.) If the institution is irrelevant to adult needs, they will probably not attend, rather than seek change.

As professionals, that means we have to be much more in tune to their needs and be far more creative and flexible in attempting to meet them.

I suggest that you sit down with some adults in your institution and ask them how you can better meet their needs. I am sure you will discover new services and programs to develop which will enhance academic success and make your institution more relevant.

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CONTINUING AND ADULT EDUCATION IN CORRECTIONAL INSTITUTIONS

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The world of corrections rarely impinges on our daily lives. For the most part it is tucked away in ironically idyllic rural settings or housed in enigmatic structures in the midst of our cities and towns. Of the eight state correctional institutions, only one (the State Correctional Institution at Pittsburgh) is located within a city, and even then most residents of Pittsburgh probably do not know exactly where it is.

Nevertheless, the eight state correctional institutions and the sixty-some county prisons in Pennsylvania touch the lives of a good many people in this state. In any given year, approximately 10,000 people are incarcerated at least part of the year in a state correctional institution; at any one time, an average of 6,000 people are residents (inmates) of these institutions. The county prison system also has about 6,000 inmates at any one time; and, since the turnover in the county system is much more rapid than in the state system, it's difficult to even guess how many people pass through the doors of county prisons in a year.

Difference Between State and County Prison Systems

The state and county systems differ in important ways, ways which affect the approach to adult education in each system. The state system has a central organization, the Bureau of Correction, Department of Justice; and, although the individual institutions have a great deal of authonomy in their day-to-day operations, at least there is centralized control of finances and centralized information sharing. Hence there is central authority for implementing education programs in the state correctional institutions.

The county prisons, on the other hand, are funded and administered at the local county level. At the present time, the initiative for the implementation of education programs comes largely from local people. Needless to say, there is no uniformity of program offering for the many county prisons. Among the few county prisons I have visited, I have discovered everything from an extensive education program coupled with a good work release program to no education program (or any other kind of treatment program) at all. In one county there is a limited adult basic education program for the men (who are housed in the new prison) but nothing for the two or three women (who are housed in the old prison). I have not visited the county prison just off the square in the town where I live; but if the picture given by the local paper is correct, the whole of the prison's resources are devoted to just keeping inmates in, while the whole of the inmates' resources are devoted diligently (and frequently successfully) to getting out.

Even though there is central administration for the state correctional institution system, it also has a wide diversity of facilities, operations, and programs. For example, the Regional Correctional Facility at Greensburg houses residents (inmates) for generally shorter than two-year terms, allows both study and work release, and has a somewhat relaxed atmosphere. Its total capacity is 202 residents, and it is usually full to capacity. As of April 1974, Greensburg had five students in masonry, eight in welding, six in auto mechanics, four in carpentry, and ten in photography.

On the other hand, the State Correctional Institution at Graterford looks, and is, far more restrictive. The average length of stay in Graterford is two years. Until this year there was not a study release program, and the present program is necessarily limited. Graterford's capacity is 2,000 residents, and it usually has a population of around 1,800. As of April 1974, Graterford had a total of 37 participants in three vocational programs—auto mechanics, electricity, and typewriter repair.

The Inmate

Although residents of our state correctional institutions vary from each other as much as people do in the free world, a profile of the population is perhaps relevant here. The average school grade completed by the residents is 8.58, but the average grade equivalency (as measured by S.A.T. scores) is 5.60. The average IQ is 96.45. About 60 percent of the prison population is black; another small percentage is Spanish speaking. At the time of admission almost 53 percent are unemployed,[1] and the remaining 47 percent are employed mainly at unskilled and semiskilled jobs. Generally speaking, the residents of both the state and county correctional systems tend to be from economically disadvantaged backgrounds.

Problems Related to Prison Education

Various problems beset educators in the state correctional institutions, including the educational facilities or the lack of educational facilities. Space is frequently at a premium. The first time I went to the State Correctional Institution at Pittsburgh I visited the auto mechanics shop on the second floor. Car engines for practice had to be dismantled and carried up in pieces. At Huntingdon, the teachers have to devise ways to offset the negative effect of the prison structure. From a central hallway, the cell blocks radiate out like gigantic spokes on a wheel, and the only place for classrooms is at the ends of the blocks. It takes courage for a grown man to walk through a block to school, especially carrying elementary texts.

Each of the state correctional institutions has a library, but the libraries vary widely in their usability. Some of them have no librarians; some have resident librarians; several have part-time librarians. The collections are supplied by state and federal funds, and by not always wise donations. Among donated books at Graterford (a men's prison) I happened to spot *The American Girl's Book of Horses*—a book probably long since discarded by the American girl.

The correctional officer/resident relationship is another problem built into the present system. The majority of the residents are black inner-city dwellers, and most of the correctional officers are white and from the rural areas where the prisons are located. The cultural gap does not make for a ready understanding in any case; and when you add to that the fact that these are the jailers and the jailed, the conflict seems almost insurmountable. But not quite: at Graterford, correctional officers and residents are students in college classes together, and there are gratifying reports of their studying together on the blocks.

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[1] The unemployment rate among probationers and parolees is also around 50 percent.

Correctional officer jealousy of the educational opportunities offered residents is understandable. Some of the correctional officers themselves do not have high school diplomas; most have not gone to college. The best solution would seem to be to extend educational opportunity to them as well as to the residents.

One would think that the rehabilitative staff (including educators), as opposed to the guard staff (correctional officers), would be acting in some kind of concert. But not necessarily. People in correctional industries believe that acquiring stability in employment is what residents most need; counselors believe that getting one's head on right is most important; educators believe that basic academic skills, vocational education, and postsecondary academic skills (for a few, up to 20 percent of the prison population) leading to meaningful employment, are the answer. Thus there are various demands on the residents' time–maintenance jobs, correctional industries (license plates, furniture, uniforms, for example), counseling and group therapy, recreation, and education. Everyone seems to want prime time–morning and afternoon. Precisely the person who could most benefit from vocational training is the one who is most sought after for maintenance crews and correctional industries–because he or she is a reliable worker. And when the pay is $.50 a day for maintenance work, up to $1.00 a day for correctional industries, and nothing for going to school, the choice for even a very motivated resident becomes extremely difficult. The effort is being made now to pay residents to go to school and to reduce scheduling conflicts so that residents have easier access to all aspects of the rehabilitation program. That effort will need to be a continuing one

Efforts to Increase Educational Opportunity in Pennsylvania Prisons

A national trend to increase educational opportunity in our prisons is currently underway. In keeping with this trend, the Pennsylvania Bureau of Correction has had educational staff in the state correctional institutions for some years now. More recently, the Pennsylvania Department of Education has entered the picture. In August of 1973 the Bureau of Correction and the Department of Education signed an agreement giving the department primary responsibility for educational programs in the state correctional institutions, effective as of July 1974. Here is what is happening under that agreement:

1. The department is in the process of creating a Division of Correction Education in the Office of Basic Education.
2. Adult basic education programs are continuing, as they have for some years now, through the Continuing Education Division, PDE.
3. In 1973-74, federally funded vocational programs costing $500,000 were conducted in the eight state correctional institutions.
4. These programs are being continued for 1974-75.
5. A para-teacher training program for residents was initiated by the PDE and implemented by Northampton County Area Community College. In this program residents learn to function as teacher's aides and tutors in their home institutions.
6. Teachers and school principals are now certified on the basis of experience in prison schools, just as they would be in regular public schools.
7. A comprehensive postsecondary program has been initiated this fall in the State Correctional Institution at Pittsburgh. The Community College of Allegheny County is offering freshman and sophomore courses; the University of Pittsburgh is offering upper level courses; several of the men will go out to college while living in the community treatment center.
8. Fifteen Lehigh University Social Restoration Teacher interns are being hired to do their internships in the state correctional institutions at Dallas, Graterford, and Camp Hill.
9. Corrections education coordinators are being hired in appropriate intermediate units to assist the education directors in the correctional institutions with programming, proposal writing, and general administration.

This venture is one which cuts across the lines of the educational community. In the PDE it involves both the Office of Higher Education and the Office of Basic Education. In the field it has involved (and will increasingly involve) almost every segment—Intermediate Units, vocational-technical schools, community colleges, branch campuses, universities, state colleges, private colleges. It is PDE policy to continue to work through the existing resources to provide the necessary programs in the state correctional institutions. institutions.

Finally, let me mention briefly what we may expect from this effort. Education by and of itself will not be the panacea for the criminal justice system; it will not effect a total rehabilitation of the offender. It is important that the resident get her/his head on right and learn coping skills as well as vocational skills. It is equally important that jobs be available for residents on release. In short, we cannot expect educational programs to be the cure-all for a wider social ailment. But we can provide the opportunity for realistic and effective job skill training, and that training can be an important element in the ex-offender's assumption of a productive role in the free world.

THE CHANGING ROLE OF ADULT AND CONTINUING EDUCATION FOR WOMEN

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The approaching midpoint of a decade designated by some as the "Decade of Women" seems to be a reasonable time to review the progress of the contemporary women's rights movement and to summarize what is emerging regarding the status of women.

The goals of the women's rights movement have been described from a variety of perspectives. One of the best approaches to this topic that I have found was an outline of the major tenets of the feminist movement contained in a speech by Jack Willers. Willers identified four elementary goals:

> 1. The economic and political opportunities for women are not to be limited by socially defined expectations and conventions; women are to be free to choose their own life styles, purposes, and social roles.
> 2. Stereotypes and myths about women which curtail their human development and socioeconomic advancement are to be struck down.
> 3. The male domination of social, political, economic, and educational systems is to be replaced by women's equality with men and a recognition of female potentials and contributions to the general welfare.
> 4. Subtle, even subliminal, negative influences on the female self-concept which lower aspirations and internalize negative appraisals of the female sex must be eliminated from all forms of social process (1973, p. 274).

These goals reach into every aspect of our social system. The achievement of these aims requires change in the family, the work world, the educational and socializing institutions, and especially the attitudes and behaviors of individuals.

This past year has seen progress in advancing the equality of women's rights. Sex discrimination in public and higher education is being exposed and attacked. Investigations of personnel and staffing practices, curriculum materials, textbooks, athletic programs, and other aspects of school life are being scrutinized, reconsidered, and changed to provide greater equity in educational opportunities for males and females. Discrimination against women in terms and conditions of employment is being fought by legal actions and pressure groups. Male and female salary differentials are gradually disappearing, spurred by some legal actions which rule for the payment of back wages in discrimination suits (*Time*, June 17, 1974, p. 90).

The sports world was rocked by a tennis match which has now come to symbolize the legitimacy of female athletic interests and abilities. Women won a place in the Little League and, despite the current efforts underway by the National Collegiate Athletic Association and the National Association of Collegiate Directors of Athletics to exclude athletics from the enforcement regulations of Title IX of the Educational Amendments of 1972, greater attention by the public and the media to women's athletics has been apparent.

Bills have been introduced in the Congress to amend the Truth in Lending Act to prohibit discrimination based on sex or marital status; to provide educational and business equity for women; to promote public health and welfare by expanding or improving the family planning services and population sciences research activities of the federal government; to amend Title II of the Social Security Act to permit the payment of benefits to a married couple on their combined earnings record; and to amend the Internal Revenue Code to extend the head-of-household benefits to unremarried widows and widowers and persons who are unmarried, separated, or divorced.

Disgust with the nation's health care system has led many feminist groups to take steps to overcome what is perceived as ignorance and mysticism surrounding female health care, disease prevention, and health enhancement. Feminist concern and action has resulted in gynecological self-help clinics; education, counseling and referral services on birth control, venereal diseases, abortion, menstrual extraction, menopause, and vaginal infections; helping women to understand and evaluate available medical care and services; and encouraging the increase in numbers and status of women in the medical profession.

The Women's Equal Rights Amendment to the United States Constitution is supported as the constitutional basis for all legal equality for women. Introduced in the Congress in 1923, it passed the House in 1971 and the Senate in 1972. Requiring ratification by 38 states before 1979, the ERA is currently 5 states short of ratification. States which have not ratified the ERA include Alabama, Arkansas, Arizona, Florida, Georgia, Illinois, Indiana, Louisiana, Mississippi, Missouri, Nevada, North Carolina, North Dakota, Oklahoma, South Carolina, Utah, and Virginia. Arguing for its passage, proponents see the ERA as a means of establishing legal foundations for male and female equal rights while overcoming the English Common Law base of our legal system. Opponents of ERA believe that it will damage the social order by eroding the family, will remove labor laws that were intended to protect women, and will subject women to military service. Although these beliefs are strongly held, they are not fully accurate. The 1964 Civil Rights Act has banned protective labor laws applying only to women, Congress has always had the power to draft women into military service, and the impact of equal rights on marriage and family life is yet unknown. Couples now experimenting with equalitarian relationships do not indicate adverse effects (Holmstrom 1972).

The United States Supreme Court's decision on abortion provided that it be the private concern of a woman and her doctor during the first trimester of pregnancy. States may legislate to protect maternal health during the second trimester of pregnancy but not to regulate qualifications for abortion. Abortion during the third trimester of pregnancy is subject to state regulation except when abortion is necessary to preserve the woman's life and health. This decision is attacked by persons believing abortion to be humanly punitive and immoral and endorsed by those who perceive abortion to be humanly curative. Groups promoting women's rights tend to line up as endorsers and defenders of the Supreme Court decision believing the availability of abortion to be a part of a woman's right to control her body and her destiny.

Child care services have not been systematically established and the prospect of publicly supported universal child care is not evident in the near future. According to Lathom:

> Child care will have to become viewed as a right rather than a privilege. The concept of the child as private property must also be replaced with a belief that society has the ultimate responsibility for the well-being and optimum development of children (1974, p. 514).

Day care proponents have fought this year to prevent reduction in existing child care services available under Title IV-A of the Social Security Act, which will remain in effect until the end of 1974.

These and other activities are visible evidence of the potency and current scope of the woman's rights movement. While the summary indicates optimism in the achievement of equitable human rights, serious gaps still exist between human rights and feminine reality. The gaps are economic, psychological, social, and political in nature: *Economic* to the extent that "according to a recent Labor Department study of jobs, women who do work similar to men's earn $.60 for every $1.00 earned by their male equals" (*Time*, June 17, 1974, p. 90); *Psychological* to the extent that women are handicapped by inadequate self-concepts; *Social*, with vagueness or inaccuracy characterizing adult female role expectations (Brown 1962) and sex role stereotypes dictating female development; *Political*, with women grossly underrepresented in the policy-making bodies of our social system. No single or easy remedy will correct these inequities.

Facing the facts on sex discrimination is a first step toward change. Intelligently probing and considering the daily and professional details we confront in the light of these facts is another. Does our professional behavior indicate that we are perpetrating sex role stereotypes? For example, do we automatically assume that:

1. Certain career areas are for males only and others are for only females?
2. Females rather than males will attend to household maintenance, cooking, clothing care, and child rearing?
3. People can readily substitute time for money as a resource to achieve goals?
4. The nuclear family is the only acceptable unit of social life?
5. Double standards exist for female and male interpersonal and sexual activity?
6. Female career aspirations are secondary to primary aspirations of becoming wife and mother?
7. Females are more concerned about their appearance than males?
8. Females are destined to be dependent upon males?
9. Females are interested in expressive activities while males are interested in instrumental matters?

These and related assumptions are the basis of stereotypes which breed discrimination and formulate our expectations on the behavior of oneself and others. Overcoming stereotypes requires the audacity to challenge, to clarify, and to change as logic indicates.

We are in a period of time when compensatory efforts for women and for minorities are needed and appropriate. These efforts will be unnecessary someday; but, for now, compensatory education, counseling, and attention are vital to provide access to the economic, political, and social mainstream for previously ignored segments of our population.

Educational institutions are slowly responding to women's needs. A variety of programs are emerging to provide education for job entry, to further career development, or to encourage personal discovery or recreation. Valuable features of some programs include child care services, educational and occupational counseling, financial assistance, flexible class schedules, relaxation of residency requirements, and the use of proficiency examinations and other means to avoid repetition of learnings acquired from life experiences.

These adult and continuing education programs were reactions to pressures of women who seek to prepare for a job, qualify for promotion, retrain for a new career, upgrade physical or intellectual skills, or expand participation in social and political affairs. The revitalization afforded by these programs becomes a concomitant value which seems to encourage a commitment to lifelong learning.

Ruud and Hall (1974) state that adult education programs, a twentieth-century phenomenon, enroll more than 25 million Americans annually. This high level of participation has prompted the coinage of a new word—andragogy—to represent the study of adult learning, as opposed to pedagogy which refers to the study of children's learning.

Women are changing their life styles, their career aspirations, and their familial ambitions. Such changes strike a pioneering tone. These pioneers cannot turn to grandparents or parents for advice and assistance as they tread a new path in society, because the extended family is splintered by both geographical distance and frequently conflicting values. Educational institutions are now called upon to provide assistance in life planning.

Postsecondary occupationally oriented programs can respond to women's needs by eliminating discrimination in enrollment, instruction, and job placement efforts; by running interference with reluctant unions and employers; and by influencing the occupational world to revise its predominately male standards toward human standards. These programs can afford to provide educational experiences which deal with the concerns of making a living as well as the less tangible concerns of making a life.

Some of the issues which now face individuals indicate that programs featuring counseling approaches are appropriate to provide opportunities for exploration of revised sex roles on the job and in the home. This means encouraging women to achieve educational and career equality, to overcome the binds of earlier socialization, and to accept the resulting responsibilities of equality.

Some Things to Think About

1. What do I do in a typical day in my work to advance or encourage equality for women and men? What do I do daily to detract or retard sex equality?
2. What do I believe to be the social norms for female and male behavior? How do I conform to these norms? How do I deviate from these norms?
3. How are the homemaking tasks divided among the persons in my household?
4. How do my professional, religious, or social organizations promote or retard the status of women in society?
5. What advice would I give to a young woman who was thinking about her adult life?
6. How do I respond to persons who are negative about advancing the rights and status of women?
7. Has my life changed in any way since the contemporary woman's rights movement has been active? In what ways have I changed?
8. How do the local, state, and national politicians I support stand on legislation affecting the status of women?
9. The United Nations has proclaimed 1975 as International Women's Year. What are the major actions urged by the UN during 1975?

10. In my state what laws provide for sex discrimination? What am I doing to change these laws?

11. Has my employer eliminated sex discrimination in employment practices and procedures? If not, what am I doing to achieve nondiscrimination?

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THE ROLE OF THE PRIVATE JUNIOR COLLEGE IN CONTINUING AND ADULT EDUCATION IN VOCATIONAL EDUCATION

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Speaker after speaker at the conference minimized the distinctions between continuing and adult education, or between adult and nonadult education, or between occupational and general education. Nevertheless, the loyalties of most speakers were apparent, and it seems that it will be a long time before these distinctions disappear.

There also was near universal agreement that lifelong learning will be the center of action, and bloody competition to enroll the "new students" seemed probable. Despite words of cooperation, there was great resistance to assigned role differentiation. This was defended on the idealistic basis of institutional autonomy but may be more related to a basic urge for institutional survival.

While there may be significant attempts to attract or to seduce students by more relevant programs or more appropriate methodology, the crunch is going to revolve about the financing policies. In the long run, students will attend those institutions where the cost to them is least. Thus, although many kinds of institutions have an interest, the private junior college is also going to have a role in this field.

I propose to discuss what private junior colleges are doing, what they can do, and what they should do.

What Private Junior Colleges Are Doing

Many data on junior college enrollments, their distribution between the public and private sector, between occupational education and transfer programs, and between "regular" programs and continuing education exist. The following represents the best approximations of these data. Although about 20 percent of all two-year colleges are private, they enroll only 5 percent of the total student population; both percentages have shown a steady decline in the last decade. A first reaction might be that the private junior colleges are only a trivial part of higher education in this country and that efforts to prolong their survival are not warranted. I disagree with this idea and shall deal with it at greater length in a later section of this paper.

The total enrollment picture, moreover, varies from state to state. In Pennsylvania, 34 public two-year colleges (including the Penn State branch campuses) enroll 72,026 students; 14 private junior colleges enroll 9,121 (11 percent of the total).

The data for enrollment in occupational programs is less accurate; some students defy the categorization. The best figures suggest that about 30 percent of all junior college students are enrolled in occupational programs. Proportionately more of these are in public than in private schools. However, data on the variation in these figures from one state to another are not readily available, nor does the data reveal what proportion of the occupational program graduates enter the field for which they have been trained.

Nationally, slightly over half of all two-year college students are part-time. They can roughly be considered the audience of continuing education. Part-time students constitute only 25 percent of the private junior college enrollment. Within occupational programs, the part-time students exceed full-time students in public junior colleges, but not in private ones.

In summary, private junior colleges, compared to public, enroll fewer students, a smaller proportion in occupational programs, fewer part-time students, and a smaller proportion of these in occupational programs. Nevertheless, most private junior colleges do have occupational programs; some have a majority of their students enrolled in such programs. Most junior colleges have some program of continuing education, and most have occupational aspects of their continuing education activities.

What Private Junior Colleges Can Do

Neither occupational education nor continuing education are (or should be) the monopoly of any segment of the educational community. In addition to both public and private junior colleges, four-year colleges and universities, vocational and general high schools, area vocational schools, proprietary schools, and business and industry all have legitimate roles. Attempts to artificially delineate or delimit educational roles result in rigid controls and discourage innovative approaches to the solution of educational problems.

Why does the private junior college wish to make a contribution to this field? Occupational programs broaden the potential audience of a college. They enable the college to meet the needs of more students (i.e., they appeal to a different—from those enrolled in standard transfer, liberal arts program—group, different, that is, in ability, achievement, and interest). They also enable the college to make an additional contribution toward meeting community and societal needs. The same is true for continuing education. Further, continuing education provides an excellent laboratory for trying new curricular and instructional approaches that, if successful, can then be introduced into the regular program.

What can the private junior college do that the public junior college cannot? In a broad sense, nothing. But the reverse is that public junior colleges cannot do anything that the private cannot also do. It would be nice to settle jurisdictional disputes by assigning responsibility for the function to that segment which can perform it best. This is probably beyond our present abilities. A reasonable interim approach would be to let the marketplace make such decisions. This is reasonable provided that there is equity of funding, that is, provided that the cost to the student would be constant. This idea is developed more fully in the final portion of this paper.

Moreover, at present, the private junior college attracts an audience that the public junior college does not. This consists of those students who wish (and who can profit from) a residential experience away from their homes, and of those who prefer that environment for other reasons.

Further, the private junior college has the potential (which not all of them have achieved) of providing a quicker reaction to changes in requirements to the extent that they are free from bureaucratic controls and delays.

A pluralistic approach to educational services allows for student choice among institutions to select that one which best meets his needs, and provides for healthy competition among different approaches to find alternative solutions to educational problems. The demise of any sector of education will reduce the number of options and redound to the disadvantage of all sectors.

What Should Private Junior Colleges Do?

I propose that private junior colleges take an active role in continuing occupational education at least equal to their present proportionate effort in all higher education activities. This would constitute an expansion of their particular commitment to continuing education and to occupational education. Some of this expansion conceivably would be at the expense of such programs in other kinds of educational institutions, but I believe that the majority would be achieved by reaching new audiences not reached now by any component of education.

In order to effect this effort, financial help will be needed. Public support for continuing education and for community services varies from state to state. The Pennsylvania Department of Education has recently proposed new and broad definitions of these functions and a financial support program for these activities when conducted by public community colleges. I propose that the same support be made available to private junior colleges. This would enable those institutions to be competitive with the public sector and would encourage them to try different approaches in offering such programs. The unit cost to the Commonwealth would be the same, the financial stability of private institutions would be improved, and the public would have a wider selection of sites in which they could receive this kind of training.

In summary, my thesis is that both the individual student and society generally benefit from the availability of choice among institutions and among programs and that equalization of costs to the individual without additional cost to the state is a legitimate and desirable way of providing diversity.

CLIENT INFLUENCE ON ORGANIZATIONAL PRIORITIES: THE ROLE OF ADULT AND CONTINUING EDUCATION IN VOCATIONAL EDUCATION IN THE URBAN COMMUNITY COLLEGE

Arthur Oswald

Consultant

The "city college" began like two-year colleges elsewhere, largely unnoticed. If it was significantly different from counterparts established in suburban or exurban or rural sectors, it simply may have serviced a larger and broader population base with characteristically commercial training programs. In some regions, it may have been the only metropolitan institution of its type within a hundred square miles. Attending primarily to the educational needs of urban middle-class youth, city college often acquired a quiet, proper, businesslike image. Without ever featuring a broad or dynamic curriculum in its long history of service, it nevertheless continuously managed to evolve an adequate range of offerings throughout the years (Weinberg 1970). In great cities like New York and Chicago, this institution managed for nearly half a century (1915–65) an acknowledged competency in providing first- and second-generation Americans the education and skills training necessary for economic and social mobility, an era which Ravitch (1974) has suggested to be a serene hiatus between two unsettling waves of immigrants to urban centers.

That style of education delivery changed dramatically in the mid-1960s for all of the now familiar and obvious reasons. The urban community college was moved to national prominence, and for many institutions the earlier tranquility passed into history. President Harry Bard of the Baltimore Junior College then set the tone for a new commitment:

> The major point of our focus must be that the Baltimore Junior College is an urban college. While our concerns must of necessity be with the community college movement and with the structure of the Maryland system of community colleges, the awareness that we are a big city school is the thought that must permeate our long-range and daily planning. We who are associated with urban schools are a part of the great social

> revolution that has recast the nature of American cities. We are part of the blight, the unrest, the strife, the violence, the blood on the streets, the shame, the decay, the crime, the riots, the schisms, and the confrontations that trouble the United States and threaten to divide this country at a time when union and strength are critical to our progress. But we are also a part of the dream, the renewal, the building, the reconstruction, the resurrection, the promise, the hope, and the fulfillment of the new American city (1966).

Higher education marches to a more measured urban cadence today. The point in recalling this ringing statement is the new understanding of service given to the urban community college. Bard discussed the plight of the poor and the ethnically disadvantaged, the ravages of the ghetto, and the urban misalignment with equal access to educational opportunities. His message focused on mandatory curricular changes to meet the new needs of new learners, on the anticipated federal War on Poverty legislation which would support urban educational change of this magnitude, and on the need for trustees and all college staff to support and even to lead this new movement. The words were echoed in cities across the country, issuing in an era of change, upheaval, and achievement unprecedented in the history of American higher education. All institutional segments and levels were affected, none more so than the urban community college (Palola and Oswald 1972). For, whether or not it so desired or even suspected in the first forced marches of the War on Poverty years, the traditional limits to its capacity to undergo organizational change would no longer be self-imposed but would remain fluid and susceptible to realignment by increasing external influences.

Nearly a decade later, a key consequence has been the expanded service responsibilities undertaken by the city institution to provide for a still different clientele who have appeared as a function of the changing metropolitan setting. To be certain, educational resettlement for the ethnic disadvantaged is yet a prime concern for the urban community college, but many educational problems have been solved or resolved to the point of some sort of mutual compromise among confronting adherents in most institutions; several new inner-city campuses have been established whose curricular and service format is congruent with the requirements set forth by minority citizens (Scott 1970). Rational voices in common now dialogue for the increased participation of ghetto residents at a responsible pace, consistent with growth limitations and economic restraints imposed from without.

Certainly, anyone familiar with recent urban community college development will not gloss over the accomplishments of the past decade in behalf of minority students. There are many problems still. However, student and institutional reactions are now less emotional and apparently more substantive and productive.

A Newer Clientele: Older, Persistent, Pragmatic

In 10 years, the nation's urban areas have grown in size and number and in the complexity and variety of their populations as well (Carnegie Commission 1972). Prestigious progress statements concerning the status of education during this period point to the increased numbers and kinds of newer publics in urban settings for which the community college is viewed as a proper vehicle for meeting select and special needs. For here, the studies suggest, more than for other two-year college service areas, an egalitarian approach to open access and curricular accommodation tends to outpace traditional meritocratic practices. In this respect, the urban institution may have catalyzed its educational services to the minority disadvantaged so well during the past decade that other defined "disadvantaged' segments of the population have moved next in line.

The focus of this commentary is the increasing influence of newer clientele on institutional areas of responsibility conventionally referred to as adult education and/or continuing education, and their relationship to vocational education preparation and supplemental training. The locus of concern is the urban community college, although the influence on other types of public two-year colleges is readily seen.

As we attempt to understand them currently, the areas of adult and continuing education remain grab-bag categories of students. As such, their servicing can entail enormous difficulties for administration and faculty and support staff, generating problems with funding, facilitation, scheduling, curricular variation, special staffing, counseling, and occupational placement. While some descriptive studies have now appeared, research in this new student area is largely nonexistent (Boyer et al. 1973, pp. 123-46). Even operational definitions are lacking. In some states the adult student is anyone 18 years of age or older, and continuing education is "a term we've spread like a musty blanket over all sorts of instruction for people over 21" (Boyer 1973, pp. 4-11). As it might take form in any urban area, the mass of adult and continuing education students could at any one time include: elderly retired persons, vocational rehabilitation clients, parolees, urban commune dwellers, traveling stopouts, revitalized dropouts, resalvaged indigents, professionally mobile businessmen, liberated housewives, Vietnam veterans, a legion of community-interest groups, and the industrially unemployed. The listing is certainly not exhaustive; it pertains equally to both full- and part-time enrollments.

The two persistent characteristics of this student grouping are: (1) its maturity relative to full-time student youth and (2) its participation primarily as part-time enrollees. A recent federal manpower administration study of 32,000 community college students found that adults performed more adequately than younger students graduated from high school, and concluded that "there is in fact such a thing as a maturation gap which is related to the potential for achievement (The *Chronicle of Higher Education*, November 12, 1973, p. 2). Moreover, enrollment figures indicate that 88 percent of all community college students over 25 years of age attend on a part-time basis, the 1974 year alone reflecting an increase of 11.3 percent (The *Chronicle of Higher Education*, November 11, 1974, p. 2). Considering that individual persistence in the pursuit of learning and the application of varied program scheduling arrangements are seen as important components in the current trend toward competency-based training in vocational education, these findings solicit the attention of college practitioners.

Attempts to subcategorize definitively this diverse student population according to special learning characteristics, interests, and needs relative to vocational training are not practicable lacking supporting research, although some interesting but generalized listings have been suggested in recent writings (Knoell 1973; Hall et al. 1974; Menefee 1974, pp. 54-63). Perhaps more useful are the implementation and evaluation reports by individual colleges of vocational education programs for adult continuing education students. The ERIC Clearinghouse on Vocational and Technical Education at Ohio State University and the ERIC Clearinghouse for Junior Colleges at UCLA have provided an important service by bringing together many of these studies. Similar notable studies, however, do not find their way to the clearinghouses, are not so widely disseminated, and thus remain "fugitive."

More specific data have been systematically provided by the AACJC (*Older Americans* 1974). Although the *Community and Junior College Journal* format policy for presentation of feature articles has seemed for many years to be that of the "success vignette" (it would be instructive occasionally to be made aware of program demise or a disappointing organizational turnabout, to learn what brought such events to pass, and to profit thereby from the experience of the staffs who dealt subsequently with such setbacks), the coverage of current and topical matters has been substantial. Since 1972, increasing numbers of articles have reported on career and occupational offerings and on adult and continuing education for the new learner. Single issues have been devoted in their entirety to the latter curricula. Finally, recent presentations by Bulpitt (1973, pp. 55-69) and Robbins (1973, pp. 71-82) provide concise overviews of adult continuing education.

Two recent research reports speak more directly to the role of continuing and adult education in vocational education. Implications are great for the urban community college because there appears to be no logistically rational past experience for so great a responsibility for such a massive and diverse clientele. First, Trivett (1974) reports a compendium of studies dealing with marketing the new learners and indicates them to be essentially adults who seek continuing education on a part-time basis. Approximately three out of four adult learners are interested in vocational subjects and wish to learn either more about them or how to be better prepared in such skills. Student desires center on practical and job-related topics, with no particular interest in whether or not such offerings are credit-bearing. The bulk of this clientele is already employed but seeks training makeup and upgrading or retraining in readiness to move to an allied occupational position. Women and veterans in particular wish to return to earn, to place the matter squarely. Trivett concludes that "the changing values among college-age youth and the continued interest of a preponderance of 'adults' in vocational or career-oriented learning makes it unlikely that massive numbers of traditional students will buy conventional higher education in its customary packaging" (p. 6).

The Commission on Nontraditional Study (1974) reports that, of 3,000 adults surveyed from ages 18 through 60, a choice of vocational subjects is the overall selection of nearly 80 percent of respondents. Vocational education is the first choice of 43 percent. It includes such offerings as nursing and other allied health occupations, commercial and business skills, cosmetology, industrial trades, and technical skills. Of only relative interest is general education, registering 13 percent of first choices of study. Major impediments to continuing education are overall cost, insufficient time relative to other commitments, and not wanting to attend college full-time. A significant finding is the striking lack of interest in attaining a college degree. Major commission recommendations include new institutional patterns of instruction, curricula congruent with student needs, less emphasis upon credits and degrees, and the opening of more relationships with supportive community agencies and businesses that can effectively complement adult learning at the home institution.

Meanings for both vocational education and the community college for an even conservative interpretation of references in this section are clear. Adults as never before are seeking postsecondary education, including those adults who did not finish high school. A substantial majority seeks vocational training. General education offerings register low interest. Course credits and degrees are of little concern. Transfer to a senior institution is not a primary goal. Program cost/benefit to the adult is a major consideration. Finally, to learn at all, adults must have flexible attendance scheduling worked around prior commitments. At the very least, then, the traditional curriculum is called into question.

One might speculate that vocational education, which has so often been characterized rhetorically as "just emerging" in the public community college consciousness, has arrived as a necessary adjunct to the urban dweller's perception of the need for critical preparation for security in a time of protracted economic decline. And yet so much about this new learner movement indicates it to be more than simply the hedge against the present unstable economy and that it will continue with vitality into future national climates. Moreover, the persistent low-status issue drawn around vocational education at the community college level finally may be dispelled. A perceived long-standing, low respectability of vocational programs has been noted by practitioners and researchers (Cohen 1971), as reflected in the lack of student interest, controversy over general education requirements, transfer of vocational credits to senior institutions, tracking of students, and premature closing of learning options to enrollees. These "criteria" are now severely challenged by the influx of pragmatic and mature adults.

The Trend Toward Functional Flexibility

The urban community college is less like other two-year institutions in several important attributes, including a broad tax support base, five-digit enrollment, great student heterogeneity, complex vocational facilitation, specialized staff, close ties with municipal agencies and business-industrial entities, liaison with many neighboring public and private senior institutions, and development of outreach service arms in the form of perhaps a score of community centers and satellites. Such attributes are often viewed as advantages for this open-access multipurpose college. Yet they do not necessarily guarantee flexibility of accommodation to new and would-be adult learners. In this respect, it is worthwhile to mention two experimental concepts for providing more effective educational service which are being given attention currently in the profession. These formative notions are considered here briefly, as they affect the provision of fluid services and adjustable programs for adult continuing education students seeking vocational training in the urban community college.

Marketing, an approach adopted from the business/commerce sector, is the practice of assessing customer wants and needs, selectively tooling up rapidly, and manufacturing the goods or producing the services to meet those wants and needs. Several writers (Fram 1973; Krachenberg 1973; Wolf 1973) have suggested this approach as an alternative to the traditional curriculum planning format which, as Fram continues the business analogy, "begins with a manufactured product thought to have a good chance of sales success, and then the sales department is given the responsibility for planning and implementing the necessary promotional effort. The product may be successful, if it *happens* to meet a need" (p. 58). The marketing philosophy was a necessary response to business competition after World War II. Braced by federal funding and the bright prospect of inclusive accreditation, urban proprietary schools and special-purpose training colleges now compete aggressively with the urban two-year college as educational alternatives for new students—a definitive trend noted by higher education leaders (Jones 1973; Wilms 1974). Wilms concludes that, as opposed to local public middle-class colleges, "proprietary schools need to recruit, train, and place graduates in jobs successfully to get a return on their investments. Consequently, their programs are specific and determined by current labor and consumer needs. Governed by the profit motive rather than political survival, the proprietary schools have a built-in incentive to seek out student markets not served by nearby competing public schools" (p. 39). AACJC President, Edmund Gleazer, unequivocally states that the community college will not only have to change its mission in the light of developing competition, but should in effect become the "educational broker" for the community in years ahead (The *Chronicle of Higher Education*, November 25, 1974, p. 1).

The contract (Avakian 1974), another business adoption, is a formal yet individualized agreement between institution and student which guarantees the responsibilities of each party in accord with the objectives outlined in the document. Chartering (Farmer 1973), an allied technique, is a mutually binding agreement between the college and the community business or industrial firm, which usually serves as employer in cooperative education programs. Contracting individualizes the learner's program to include a specific skill training, associated requirements, scope and duration of study, flexibility of student involvement, type of supervision, criteria for student evaluation, and statement of ends (rewards) to be expected. Job placement is a key objective. Chartering sets out mutually established community vocational training needs, establishes training objectives and alternate ways for meeting them, states responsibilities of participating agencies, provides for mutually supervised program performance, and posits the criteria for evaluation of student progress. Contracting and chartering are seen as key components of performance-based and community-based teaching-learning methodologies.

Organizational Constraints and Client Requirements

Even a summary treatment of organizational problems that can confront the urban two-year college as a result of a massive new student influx is beyond the limits of this commentary. We need to know much more than we now know to even approach this type of analysis. However, a growing awareness by all involved staff of the fundamentally different requirements of adult part-time clientele does call attention to three areas of possible organizational strain which may soundly affect the relationship of vocational training to adult continuing education. The potential constraints appear to be the legacy of still largely unresolved questions generated in the past decade about service to minority groups and the disadvantaged poor, and stem directly from a multipurpose institution's mandate (1) to provide for greater financial flexibility, (2) to increase staff and services support, and (3) to strengthen internal leadership. Some ramifications are briefly considered.

First, federal funding has been relatively generous to vocational education (but less so to adult education) in the past decade, and state legislatures have been notably supportive of vocational education for a wide spectrum of community clientele, including older learners (Eulau and Quinley 1970, pp. 117-21). But neither federal nor state funding has been at all propitious for part-time students, or for students generally who do not follow the more traditional college offerings, or who do not pursue credit-bearing training. Predominantly locally financed institutions have not yet been able to shift adequately or swiftly enough the internal allocation of monies to satisfy new clientele support requirements. These observations are in stark counterpoint to the fact that the reported prime obstacle to adult learning today is cost to student, including tuition and all incidentals.

Second, faculty and staff services support and understanding may be judged to be inconsistent and counterproductive by the mature student. The perceived low-status and questionable worth of vocational programs and services in the opinion of academic and other staff members has been previously indicated. Bulpitt (1973) has reported that adult students in general are surprised to discover that they represent a threat to the entire college establishment, in particular to traditional faculty expectations for student academic choice and behavior. Such observations about continued instructor intractability appear to be reinforced by the recent report of the Study Commission on Undergraduate Education and the Education of Teachers, whose findings lead to the conclusion that "current policies for financing and accrediting teacher education and for licensing teachers themselves have failed to produce teachers who are sensitive to community needs and cultural differences" (The *Chronicle of Higher Education*, November 11, 1974, p. 7). As an associated issue, the service area of vocational counseling and guidance is chronically underdeveloped and short staffed in the community college, while job placement has been a uniformly questionable function in the student services inventory.

There is irony in much of this because vocational instructors are generally acknowledged to have greater compatibility with the community college philosophy than veteran academic instructors holding advanced degrees (Bloom et al. 1971). Through years of personally developing pride of craft, "hands on" skills experience, and fraternal ties with local manpower units, the vocational instructor has gained the capacity for sustained patience with and understanding of the trial-

and-error learning habits of a variety of apprentice types. One result is that he can and does offer more useful counsel to students, including advice concerning job placements, for which he is given neither release time nor monetary reimbursement. The college student services staff is not usually so knowledgeable or helpful; yet students with vocational interests are assigned there.

How these institutional support problems can be effectively resolved on behalf of an unsuspecting adult clientele is not immediately determined, even for the established inner-city community college whose decade of experience in dealing with the nontraditional student has accumulated the gamut of staffing, counseling, and occupational placement assignments. Past experience with a wide variety of faculty in-service programs has not proved effective, while vocational instructors have not always been included in administration planning strategies for staff preparedness and growth. And there is real doubt that mature and sophisticated adults, while wholly appreciative of the professional consideration but pressed for time during the day or job-weary in the evening, will long tolerate the well-meant, blue-sky admonishments (that often pass for occupational counseling and guidance) by unpracticed student services staff more familiar with the indecisions of wide-eyed youth.

Finally, the urban community college is a complex, multipurpose institution whose priorities must be checked constantly against a barometer of environmental demands. Administrative leadership is continuously tested in this highly variable setting. Historically, the community services area has harbored catch-all programs including adult and continuing education. With few outstanding exceptions, this service area has had little voice in the internal allocation of budget, has not been included in institutional curricular planning, has been poorly understood by line administrators, has been held suspect by regular faculty, and ,has found its programs to be the first excised when heightened economic restraint is practiced by understandably hard-minded fiscal officers. Against today's mounting requirements for more flexible, diverse, and practical training strategies, these traditional logistical attitudes and practices can be questioned. Notar's (1974) forthright comments indicate how difficult may be the change of an institution's educational priorities from transfer to vocational education. One implication is that the complex, urban, multipurpose community college cannot be viably managed through the use of conventional patterns of administration and organization, and that different and more effective forms must be devised and implemented. Another is that an experienced and ranking leadership (e.g., assistant chancellor) for adult and continuing education should now be sought by urban institutions (Governing Board, San Francisco State College 1974), and that these community services should no longer remain only fringe considerations with secondary status to transfer and other credit-bearing offerings. The urban community college has yet to grapple seriously with these priority problems.

In sum, the city two-year college of an earlier period has experienced great change in the last 10 years. It has become the largest and most complex of its general type. It has accumulated veteran experience in serving new students in new ways. Its educational service record so far is good; in a few cases, spectacular. Presently it faces a massive influx of new learners for which past experience and practice will have provided few guidelines. At the same time, it must increasingly compete with local institutions and agencies in a period of economic downturn, enrollment leveling, and conflicting external political influences. There is reason to believe that a demand for vocational preparation by a massive client body constituted largely of adult and part-time students will further catalyze the direction of the urban college away from conventional curricular and student service priorities. It is in the area of establishing new priorities for vocational training and related services necessary to adult continuing education that the city college of the 1970s will meet the greatest test of its promise of equal educational opportunity for all. Its organizational vitality will be the key to this test.

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THE ROLE OF RESEARCH IN ADULT VOCATIONAL EDUCATION

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Surely there are few if any educators who would argue that research has not been, is not, or should not be an integral part of any educational endeavor. The role of research in adult vocational education programs is the particular focus of this discussion. Because there are many definitions of adult education and research, a brief discussion of these terms would seem to be useful.

Education is defined by the *The Random House Dictionary of the English Language* as "the act or process of imparting or acquiring knowledge" (p. 420). Therefore, education is as old as man. Additionally, education is a continuing process for as long as a man lives. In light of the previous definition, it is clear that formal education as we know it is a relatively new enterprise. The following discussion will deal with adult vocational education, that is, those formal education programs offered by an educational institution for those members of society who have at some time in the past left the formal education setting. These programs are in some way relevant to the world of work.

Almost since the founding of the nation, some form of adult education has been available to many. One need only investigate the granges or the Chautaugua of the last century to establish this fact. Formal adult vocational education programs offered through educational institutions and at public expense are relatively new developments. Bennett (1937) states that during the late 1800s many evening schools for industrial workers were established. These schools supplemented the mechanics institutes. Their stated purpose was "to give men already employed in the trades . . . an opportunity to broaden their mechanical training and make themselves more efficient workmen" (p. 511). Today we are offering programs for the unemployed and those with special needs as well as the employed.

The other term central to this discussion that needs some clarification is the term research. *The Random House Dictionary of the English Language* (1969) states that to study, inquire, examine, or scrutinize are synonymous with research (p. 1122). Research is, like education, a process in which every human being is constantly engaged throughout his lifetime. Educational research is merely a more formal and specific type of research than most individuals are involved in. Also it is important to remember that although the following discussion will be mainly concerned with formal educational research, research is not a process conducted only by the researcher at some university. Every classroom teacher who is even minimally successful is constantly employing educational research because he is constantly trying to use better examples or modify his teaching method to suit the needs of his particular students. It is for this reason that research and education are inseparable. Therefore, if education is to exist at the adult or any other level, research must also exist.

Factors Creating a Need for Research in Adult Vocational Education

The nature of education and how it is viewed is currently undergoing radical change. This is particularly true of the relationships between education and the adult members of society. Gilli (1974) points out that "The traditional concept of grade 12 being the terminal point of education is becoming less realistic" (p. 13). It is probably reasonable to say that the idea of terminal education is unrealistic. In view of this and confronted with the facts that, according to the U. S. Department of Health, Education, and Welfare (1972), the median years of school completed for the population is approximately 12 years and the expected life span is 65 to 70 years, adult educators face an enormous challenge. The magnitude of this challenge was emphasized by Hall (1974) in reporting that at the 1973 AVA convention Dr. Howard Jordan "contended that traditional in-school approaches alone cannot meet the educational needs of the population, and therefore, a variety of adult educational schemes must be developed and promoted" (p. 25). Much of this new emphasis on adult education and adult vocational education has come as a result of technological changes in industry and the increasingly closer relationship between industry and education.

Technological change is eliminating old jobs and creating new ones at a rapid rate. With some exceptions, jobs requiring little or no educational preparation have been eliminated while jobs requiring increasing amounts of preemployment preparation have been created. This trend has caused increasing concern among many. The National Advisory Council on Vocational Education (1972) concluded that the limiting factor of economic growth in the seventies and eighties will not be technology or available capital but inaccurately and inadequately educated manpower. Furthermore, they also point out that while industry adapts to and encourages change, educational institutions ignore change or at best change very slowly. Hendrickson (1973) defines the effects of technological change in industry upon adult education in another way. He believes adult education is in the process of redefining the "3 Rs." They should be:

> Renewal. Helping the adult to grow and keep himself replenished in his job by thinking, by conferring with others, by use of libraries, by reading his journals and books, and by similar methods.
>
> Retraining. Where changes are drastically leading to losses of job or need for wholly new skills, retraining–an adult education function–will be needed.
>
> Readjustment. Training for a stance of preparedness for change: openness for new ideas, new work tasks, new personal relationships (p. 271).

Nor are educators and national leaders the only ones expressing concern about the effectiveness of the current education system and programs. The general citizenry has begun to call for an accounting.

There has been considerable discussion in the past years about accountability. It should be obvious to most educators that this is not just a passing fancy but a trend that will be with us for the forseeable future. Accountability in education is probably long overdue. Effective, concerned educators should, and do, welcome reasonable accountability requirements. Vocational educators in particular should welcome such requirements. The accountability movement could be the catalyst that will change education by making it more responsive to the needs of the community and the student, more responsive to change, and bring vocational education on equal footing with academic education. The call for accountability has created some problems, however, since the educational system has not been accustomed to providing the types of answers now being required. This problem should be a major focus of research in all phases of education in the future, but is especially pertinent to adult education programs. The problems of measuring outcomes in adult vocational education programs have been largely ignored in the past. The accountability movement can be expected to remain a part of the educational scene for some time to come because of current economic trends which are affecting society in general and education in particular.

The current economics situation, namely inflation, has affected all segments of society. It has been especially damaging to educational institutions. When coupled with the so-called "taxpayer's revolt," the effect has been almost devastating to many institutions and programs. Quick relief does not appear to be in sight. Many economists are predicting inflation rates of 10 percent or slightly less for the rest of this century. At the same time, there is the problem of the taxpayer's revolt. The traditional sources of revenue for support of education appear to have been taxed to the limit. Therefore, education in general is caught in a dilemma created by rising costs and static or slowly rising revenues. Vocational education programs in particular have been especially vulnerable because of high per student expenditures created by the need for large, expensive pieces of equipment. Additionally, relief from these problems has not come via federal funding for vocational education, as has often been the case in the past. The problem then is to maximize the resources available, to develop new techniques for running programs, and to use the resources available in the community.

We have discussed four major trends that are affecting, and will continue to affect, education in general. These trends are: the changing nature of education, rapidly changing technology, accountability, and the current economic situation. It appears that if solutions to the problems created by these trends are to be found, a concerted research effort must be established and maintained. This research effort should increasingly focus on adult education programs. Davis (1974) points out: "The projected increase in the adult population in the age group ranging from 35 to 50 years of age is expected to be approximately 75 percent by the year 2000" (p. 245). He goes on to state that at the same time a marked decrease in the population below 20 years of age is projected. When the increasing adult population is coupled with the rapidly changing occupational structure resulting from changing technology, the challenge to adult vocational education is overwhelming. Davis (1974) indicates that currently one of every eight adults is going back for further education and this trend is expected to continue. Adult vocational education will be one of the major educational thrusts of the future and considerable research is needed if we are to effectively serve the needs of both our society and individuals.

Research Needs in Adult Vocational Education

Having investigated several factors which are creating a need for a concerted research effort focusing on adult vocational education, it would seem appropriate to discuss some of the present and future research needs in adult education. Knox (1965) classified adult education research needs into three categories: (1) *The Individual Learner:* Who is he? What are his skills, abilities, motives, needs, and background? (2) *The Social Context of Group and Community:* What are the influences of peer group, community, geographic region, social status, cultural background, and life style upon the adult learner? (3) *The Adult Education Agency:* What teaching methods, administrative techniques, course organizational structures, and teaching aids are effective with adult learners? How can the community and industry be encouraged to participate in the total educational process?

The Individual Learner

One of the first and most basic problems that needs to be attacked is the definition of the adult vocational education student. Before effective program planning can be conducted, it is essential that the clients of that program be identified. Johnstone (1963) reported that an estimated 25 million Americans were engaged in some form of adult education from June 1, 1961, to May 31, 1962. One-third of these were engaged in self-organized programs of study. Furthermore, he noted that the emphasis was on vocational and avocational areas and predicted an adult education explosion in the following decade. It is important to note that Johnstone included all types of educational programs, formal or informal, in his figures. Lee and Sartin (1973) reported that 2.39 million adults were reported to be enrolled in adult vocational education programs in 1965. Burkett (1974) states that of the 12 million students enrolled in vocational education programs in 1973, 27.9 percent or 3.34 million were in adult programs. The figures reported by Lee and Sartin and Burkett are those reported to the U. S. Office of Education as the number of adults enrolled in formal federally reimbursable programs. It is obvious that this is a small percentage of the total number of adults engaged in educational activities.

The question that needs to be answered, regardless of how you elect to count adult learners, is, who are they? One of the most significant groups presently entering the labor market and the classroom in increasing numbers is women. The U. S. Department of Labor (Manpower, March 1974) projected that

> Women in the 25-34 age group will have the largest population increase in the 1970s. The labor force participation rate of this age group rose from 36 percent in 1960 to 45 percent in 1970, and is expected to go to 50 percent in 1980 (p. 26).

More women in the labor force will undoubtedly mean more women in adult vocational programs. Women as learners and adult women as vocational students are a group about which we know precious little.

Another group that will be participating in adult vocational education programs is the senior citizens. With the increasing adult population, longer expected life spans, and early retirement, more of these people will be looking for additional education. Many will be hoping to begin a second career on either a part-time or full-time basis. Others will be hoping to gain skills and knowledge which will serve them in an avocational nature. These participants will present problems to the educator and the researcher that are not wholly educational in nature. This group is also relatively unknown in terms of our experience. However, we can no longer afford to ignore their existence. They represent a large untapped resource as well as a pressing social need. For Dean (1962) stated that for older people loneliness was defined as absence of activity rather than absence of people.

Additionally, what about the handicapped or disadvantaged adult? We have spent considerable time and resources trying to identify the handicapped or disadvantaged youth but the handicapped or disadvantaged adult is not so well known. It would appear that this group will need to be investigated also. The National Advisory Council on Vocational Education (1970) gave as a priority, programs for the disadvantaged which would not separate them from the mainstream of education. It is difficult to believe they were referring to disadvantaged or handicapped youth only.

The above-mentioned groups—women, senior citizens, and the handicapped or disadvantaged—are only those adult learners who are easily identified. We need ways to identify the skills, abilities, needs, motives, and interests of the so-called "average" adult learner. This is no mean task. Lorge (1963) states that the individual differences within any group of adults are greater than in groups of children or youth. Furthermore, every adult brings many resources to the learning situation which are a great asset in teaching adults. Until ways can be found for identifying those resources, they cannot be systematically used to enhance and maximize the learning situation.

Related to the problem of describing the adult vocational student is the identification of his needs. The "3 Rs" of adult education (renewal, retraining, and readjustment) proposed by Hendrickson have been previously discussed. The task in the past has largely been that of retraining and renewing (upgrading) workers from the ranks of the unskilled and semiskilled. The professions have largely been considered stable, lifelong career choices. But, Farmer (1971) reports increasing numbers of thirty- to fifty-year-old persons in a variety of professions who are involved in career changes either by choice or neccessity. Furthermore, "the percentage of professional and technical workers that are unemployed has gradually risen from 3 percent in 1958 to 5.1 percent in 1969" and is expected to go higher (p. 318). The vocational needs of this group may bring about a change in the definition of vocational education. The identification of the vocational retraining and renewal needs of all adult learners is an area that is in desperate need of research.

Another area that should be researched is the avocational needs of adults. For years many vocational educators have complained that many adults who enrolled in their classes did so in order to fulfill avocational interests. It seems to this author that the stance that vocational education should have nothing to do with fulfilling avocational needs is completely unrealistic. Harris (1974) points out that shorter work weeks and changing work schedules have combined to increase the amount of leisure time available and reduce the traditional influences of one's work schedule upon the rest of his life. It is becoming increasingly difficult to separate vocational and avocational activities. More research on the effect of leisure time and leisure time activities upon the individual and his productivity are needed. Likewise, Holt (1972) points out that it is impossible to separate people's lives into parts, such as work and leisure; programs must be relevant to the whole man.

In addition to providing for the vocational and avocational needs of adults, vocational programs must remember the third "R," readjustment or education for change. It is important to provide attitude development activities in addition to teaching skills and knowledge. Accompanying this attitude development are guidance counseling activities. Farmer (1971) found that the adult who is involved in a professional career change is considered an "oddity" by the educators from whom he seeks aid. He needs guidance counseling since he must rapidly return to, and complete, those developmental tasks and life stages involved in making a career choice; rarely does he get the help needed. Vocational education programs for adults must be designed to cut across the traditional curriculum boundaries and serve the needs of the whole man.

The Social Context of Group and Community

Before the needs of the community can be identified or the effect of the community upon the adult learner can be investigated, the community that is being served must be identified. Given the increasing mobility of our society, the problem may not be as simple as it appears. It is important to remember, however, that skilled workers, technicians, and professionals are much more mobile than unskilled or semiskilled workers. The problem of defining the community served is not a new problem in education. In the past, artificial definitions have been established based on tax laws and political boundaries. A good example of these artificial definitions is the practice of charging out-of-state tuition in many institutions of higher education. A similar practice is employed by many community colleges and area vocational-technical schools. These practices are currently being challenged in the courts; the outcomes may free educators to define the community served in a more realistic way.

Once the community served is defined, the very thorny problem of identifying and projecting the community's needs arises. Especially significant to adult vocational educators is the problem of identifying and projecting manpower needs. Considerable research has been and is being done in this area. It would appear that this research effort is extremely important if adult vocational programs are to function effectively and if educators are to be able to plan systematically. It would seem obvious that the economic well-being of the community is directly related to effective manpower planning. Kraft (1970) emphasizes that "the relationship between labor and technological changes should be of great concern to the educational decision-maker since he must understand the implications of curriculum revisions in light of technological changes and the far-reaching consequences of unemployment" (pp. 496–97). The attempt to develop models to predict manpower needs have resulted in limited success. Johnstone (1974) points out that while the models developed to date have not been very helpful to educational planners, progress is being made and the effort should be continued.

Another area of inquiry relatively ignored is that of the effect of the community upon the adult learner. It seems highly unlikely that adults from all communities react in the same manner to given educational programs and techniques. Kreitlow (1964) stated that one major area of adult education in which further research was needed was that of the adult's response to sociocultural phenomena and its effect upon the learning environment. Some progress has been made since Kreitlow's call for additional research, but more knowledge is needed if programs are to effectively reach the greatest numbers at the least cost.

The Adult Education Agency

The key to designing educational institutions, programs, and teaching methods to meet the vocational education needs of adults seems to be flexibility. The National Advisory Council on Vocational Education (1969) underlined the need for flexibility in adult vocational education by stating:

> Vocational and technical programs should be readily available to most adults through adult high schools and community colleges. The rapidity with which Americans will change jobs in their lifetimes must be matched by the variety and accessibility of training programs through which new skills and subject matter can be learned at any age in every locality (p. 3).

This stance emphasizes that the educational needs of the community, especially adults, cannot be met by the traditional idea that education is a 9:00 to 5:00, nine months a year business. Neither will occasional adult evening offerings fulfill the needs. Research is needed to develop programs that will give all adults access to instruction regardless of where they live, when they need it, at the proper time of day. Verner and Kulich (1965) pointed out the need for more systematic research in this area. They state: "Research studies related to instructional techniques for adult education are few, often poorly conceived, and generally inconclusive for the most part; such studies as have been done are unrelated and no logical synthesis is possible" (p. 181).

Denemark (1965) identifies one of the major trends in curriculum development and research as a demand for better coordination across school, community, and state boundaries. It is important that this trend be continued. Ways must be found to encourage interaction among students, industry, community, and educational institutions. Educational objectives, administrative policies, and program offerings should be designed to consider the needs of those affected. Once the community and industry are assured of some input into the educational system, it will be much easier for educators to solicit aid in expanding educational programs. Cooperative and work-study programs should be incorporated into adult vocational education programs on a larger scale. By utilizing the resources available in the community, equipment and machinery, educational institutions may be able to relieve some of the financial problems inherent in a truly flexible vocational education program. Such programs will be extremely important to those adults who are unemployed and in need of further education to obtain employment.

Finally, there are the areas of program evaluation, teacher training, and development of instructional techniques. Since most adult vocational education programs are short-term in nature, little has been done toward developing ways of measuring their effectiveness. The need for accountability will encourage research in this area. It is important that meaningful evaluative measures be developed and made an integral part of each adult vocational program. In the past, adult vocational programs have usually been evaluated based solely on the comments of the adult learners; this is a start, but more objective measures are needed.

Teaching adults is not exactly like teaching in-school youth. Ways of identifying those teachers most likely to be successful in teaching adults are needed. Special training programs for teachers of adults are needed in order to maximize the teacher's effectiveness and the program's value to the adult learner and society. More research in the area of teaching methods appropriate to various adult learners is also needed to provide input into teacher training programs. Along with teaching methods, ways must be found to better utilize the mass media and provide additional individualized instruction.

Immediate Research Needs

If it seems that much of this discussion has been centered upon the individual adult learner, his characteristics and needs, that is because these must be identified before much progress can be made in the other areas. A concerted, well-conceived research effort in adult vocational education is desperately needed. Kreitlow (1965) enumerated the following as "priority research needs" that are especially appropriate to adult vocational education.

1. Demonstration of how groups affected by automation can be identified in advance and retrained on the basis of their identifiable needs.
2. Determining whether there is a psychological basis for a different instructional approach with adults at different stages of the life span.
3. Investigations of learning under different conditions (skill training in the factory, training in the factory shops, training in public vocational-technical schools).
4. Identification of who the participants in adult programs are and their needs as well as ways to make projections about who future participants will be and their needs (pp. 241-43).

These are but a few of the research needs that must be met if adult vocational education programs are to effectively answer the apparent challenge of the future.

The Future of Adult Vocational Education

With the United States approaching zero population growth, the median age of the population will continue increasing through at least the remainder of this century. This will occur, barring any radical changes in the present trends. This fact, coupled with the expected continuation of rapid technological change and the resulting expansion of knowledge, can hardly halp but increase the importance of adult education. Adult vocational education programs in particular may well become the most important focus of educational endeavors by the year 2000. Nesser and Bujold (1974) discussed their projections in an article entitled "Adult Education in 1993." They concluded that the future will require constant study and upgrading by everyone. It seems extremely likely that study will be conducted during periods of travel as well as leisure time. This will necessitate the complete individualization of instruction as well as the development of individualized, completely portable teaching devices. Johnson and Schatz (1974) echo the need for complete flexibility in education to meet future needs. They state: "An individualized instructional system is a prerequisite for prescriptive education, open enrollment, continuous progression, and teaching to mastery" (p. 54). Adult vocational education has been largely ignored by researchers and a half-supported stepchild of most educational institutions in the past. Lee and Sartin (1973) found that while adult vocational enrollment was about 30 percent of the total reported vocational education enrollment in 1972, less than 10 percent of the total monies spent for vocational education were spent for adult programs. Such a trend cannot be allowed to continue in light of the present and future needs. The future of adult vocational education appears to be bright if the challenges can be met. It is obvious, however, that a large number of questions must be answered and the answers disseminated.

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THE IMPLICATIONS OF ADULT AND CONTINUING EDUCATION

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The makeup of student enrollment in the postsecondary educational institutions today shows an increased number of adults recognizing that education must be an ongoing process in order to compete in the labor market, advance economically, and develop to their maximum potential. The growing number of nontraditional adult learners include returning veterans, women reentering the work force after raising their families, individuals who hold positions and seek improvement of their credentials, the worker who has been displaced by technology and needs retraining, individuals who need to update their present skills to maintain and advance in their present position, and individuals interested in self-development or avocational interests.

Technical institutes, colleges, and universities throughout the country are faced with the challenge of meeting the needs of the nontraditional that are different from youthful learners. The range and diversity of experiences and aptitudes that adults bring to the learning situation point out the need for innovative programs designed specifically for the adult learner, individual counseling, assessment of prior experiences, and placement at an entrance level where the student will be able to experience success in his learning pursuit. How an institution responds to adult learner needs will determine how effectively it will be able to meet these needs.

Many adults recognize the importance of continuing their education but are hesitant to take the first step to return to school because they feel they have been out of school too long, lack confidence, or fear that they might not be able to do the required work. This hesitancy can be partially attributed to the approach educational institutions have used in the past with emphasis on what a person should know instead of stressing what they should learn throughout their life. As the lifelong learning concept is recognized, more and more adults of all ages will further their education.

What assistance must the educational institutions give individuals needing more education and training in making the transition back into the classroom? First, it is important to understand the adult learner and recognize the characteristics and special needs so that we can help them feel more comfortable in the learning situation. Secondly, the types of nontraditional programs designed for the adult learner should capitalize on maturity, motivation, and past experiences of the adult wherever possible and concentrate on helping them to achieve their goal in the least possible time. Finally, public relations strategies must be developed by the institution to communicate to the community of adult learners that the institution is there and ready to serve their needs.

Programs and Course Options Available

The types of programs available to adults range from special short courses to degree programs. A variety of workshops and seminar programs can be designed from as little as a two-hour meeting to a full course depending on the needs of the individuals seeking such services. A closer examination of the different courses and programs available at technical institutes, colleges, and universities reveal that much is already being done to help the adult learner achieve his educational goals.

Special Industrial Courses

The special courses are being designed to meet the training requirements of individuals in a specific business or industry. The nature and depth of the programs offered are determined by representatives of the industry or business and representatives from the educational institution in the desired training area. The employees of business and industry are being serviced in three major areas: new technological advances relating to their jobs, upgrading in their positions, and retraining.

After the specific requirements of the industry or business training needs have been outlined, the educational institution and industry then determine how to meet the needs. If a program is to be offered on industry time utilizing their machinery, the employees will usually take the course on the company premises. If the company is compensating the employees additionally to take course work, it is usually on the employees' time. Whether the course is offered in the industry shop or at the educational institution is determined by the availability of necessary equipment and laboratories. The special courses can be awarded continuing education units with each person completing the special training receiving a certificate recognizing their participation. Individuals completing courses offered in industry that that approximate college degree course content may receive educational college credit for that particular course through the college.

Other courses are also established for individuals or professional groups who are preparing for licensing, certification, or in need of refresher courses. The technical institutes and colleges publicize the availability of such courses and encourage individuals or groups to contact their special programs or continuing education department to make arrangements for such courses.

Personal enrichment courses that are not needed for job-related skills are also being offered to assist individuals in satisfying avocational interests. Such courses as basic car care, how to survive in retirement, cabinetmaking, investment planning, Spanish, and gourmet cooking are a few of the many courses available to adults through continuing education.

Course in Basic Education

Some educational institutions are providing developmental courses in English, mathematics, and social sciences to upgrade skills in these areas. This basic education component gives an individual the opportunity to review subject matter that he has not studied for many years. It will give him a foundation in areas where he feels uncomfortable and the base from which to pursue future studies confidently.

An adult learner would be evaluated in these subject areas to determine strengths and weaknesses and then would begin at the level diagnosed by the preevaluation. It is interesting to note that many individuals taking the diagnostic placement test feel that they should begin with a lower level course than is indicated by the preevaluation. When this occurs, the adult student is allowed to begin at the lower level if he so desires. The primary objective is to get the adult learner started in class and build confidence in his academic abilities by his successes. Once a student is in class, the initial fear is behind him.

In addition to offering basic education courses on campus, the colleges need to seek out adults in their communities who are in need of such educational services by merchandising the services that are available. The following two programs are examples of how basic education courses have been designed into programs to attract specific sectors of the population.

The College Prep Program. The college prep program offers courses aimed at adults who have been out of high school several years and need refresher courses and adults who have dropped out of high school without receiving a high school diploma. The courses primarily work with the kinds of information that will enable an individual to attain a high school equivalency general education diploma. Many employers require a high school diploma or its equivalency for the very basic entry level positions. Individuals who are unemployed are the primary target for such a program. Many returning veterans who have given up on the education system long ago find their opportunity to get the prerequisites for that beginning job or entry into that technical program they would like to pursue in college.

The Prep Program. The prep program is a predischarge education program for enlisted military personnel. It is designed to provide refresher and high school equivalency courses for approved individuals who are about to be discharged from the military service. The goal of the program is to assist these individuals in self-improvement and transition back into the civilian sector of society. Enrollment in the prep program doesn't affect veterans' educational benefits which is an incentive to begin on the development of their educational skills while still in the military service.

These programs are just two examples of how technical institutes and colleges reach adults in their communities. It is not uncommon to find college extension centers throughout the community that address themselves to the basic education needs. A few institutions have developed the basic education courses for television viewing to reach an even greater number of individuals needing such services. Once the adult learner experiences success in achieving the basic education is more realistic to him.

Certificate Programs

The certificate programs range from three months to two years in length and are designed to train adults with skills for a specific job. This type of training is attractive to individuals who are in need of training that will get them on the job in the shortest possible time. Individuals who have been displaced by technology usually find the certificate programs the most direct route to reentry into the labor force. Other adult learners take these programs to cross-train themselves so that they have increased job mobility.

Degree Programs

Many colleges offer a variety of degree programs based on the needs and interests of students. More and more programs are being offered to meet the needs of adults who are mobile, employed during regular class time, and can attend classes only in the evening or on weekends. Life experiences are being evaluated and students are able to receive credit toward degree programs in specific areas. Many colleges offer the learner the option of exempting a course by taking an examination if he/she feels that he/she has had experience similar or equal to the content covered in the course. Some schools offer the learner the opportunity to design his own program dependent on career decisions. Other institutions are encouraging adult learners to contract with them individually for a degree and allow them to transfer credits back to their institution to complete the degree requirements, in the event that they move before completion of the degree program. Other schools allow students to work independently with a professor if they cannot meet the course at the assigned time or have prior knowledge in the subject area which gives them a base from which to work on their own.

The variety of degree programs available to adult learners has taken on many names to attract the attention of the adult consumer. The following are a few that have been in existence for some time.

Evening Programs. Certificate and degree programs are offered in the evening in many areas that parallel the colleges' day programs for individuals who work during the day or find it impossible to attend college during the day due to other obligations. The student usually takes a longer period of time to complete the evening program but gains valuable work experience in his profession.

The Weekend College Program. The weekend college program is becoming popular for individuals who travel during the week and find the weekend the only time available for continuing their studies. Friday night, Saturday, and Sunday courses are offered that permit a learner to study two credit-bearing courses per quarter or semester that lead to a degree or certificate. Each course offered requires from 3 to 7 class hours (50 minutes per class hour) of attendance and can be accommodated within the weekend time period. This program offers many possibilities to those individuals whose work schedules have never permitted them to pursue further studies before. It can be a good incentive to other adults who prefer to take courses, knowing that they do not have to get up the next day for work or can devote their full time on a particular day to school.

Serviceman's Opportunity College. Serviceman's opportunity college attempts to resolve the forced mobility problem that faces servicemen and servicewomen or mobile persons when trying to achieve their educational goal. The program is tailored to the individual so that he will be able to continue his education without interruption when transferred from one geographic area to another. The participating colleges allow the student maximum credit for service-connected courses and experiences and assists the student in receiving his degree once he leaves the geographic area where he began his studies. The serviceman's opportunity program concept, in combination with the Associate of Independent Studies degree, makes it possible to grant credit through the nontraditional modes such as correspondence courses, examination programs, service schools, and service experience where there is a relationship between the training and course of study. Once the student completes the degree requirements, he will receive the degree regardless of where he is transferred to.

General Technology or Specialized Degree Programs. General technology or specialized degree programs consist of courses that are selected by learners with needs that are not met by the other curricula within the institution. A learner designs his program of study based on his career objectives. It may consist of courses from different technologies but must have at least one core concentration of courses in a specific technology area. The learner then prepares a formal statement of his program objectives for the approval of the dean of instruction. Once the program is accepted, the learner has entered into a contract to complete the program as outlined on his formal statement. Upon completion of the contract, the learner will receive a degree in general technology with an emphasis designed to meet his specific employment needs.

Conclusion

Adult education is attempting to make the traditional institutions more accessible, relevant, and accountable to the total needs of society. In the past few years, many new courses, programs, and degree options have been developed specifically for the adult learner. This is just the beginning of assessing adult learning needs in the community and designing programs to satisfy these needs.

Educational institutions throughout the country are studying the major problem of bringing the adult learner and institutions together. Many institutions are working to remove the stigma that has been attached to them by aggressively taking to the streets to make their services available to the public. Planned industrial visits, neighborhood visitations, radio, television, and mail advertising are a few of the ways that educational institutions are communicating to the adult learner that they are there and would like to assist adults in meeting their educational needs. How successful the postsecondary educational institutions are in fulfilling the adult learner's educational needs will be dependent upon their flexibility in responding to individual learner needs and a willingness to speculate with the adult learner market.

RURAL AND MIGRANT HEALTH AIDES: EXPANDING HEALTH OCCUPATIONS CURRICULA AT THE POSTSECONDARY LEVEL

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> Words are so easy, action so difficult; to proclaim one's beliefs, to profess one's conviction is one thing; to enact them, to do them, to face the hard ugly realities . . . is quite another.
>
> *–Adlai Stevenson*

Significant changes in the structure of our nation's health care delivery must come before the strong relationship that exists between poverty and health can be ameliorated. The evidence is overwhelming that just as the poor are deprived politically, educationally, and environmentally, so are they deprived medically. Mortality rates for all ages are higher for the poor, as is the incidence of serious illness (Kosa 1969). Similarly, the level of dental health is related to poverty, with the poor having the highest incidence of dental disease. In addition, the evidence is unambiguous and powerful that the poor also have the highest rates of severe psychiatric disorder in our society (Hollingshead and Redlich 1961).

Among these poor are the migrant workers for whom this paper was originally conceived—the migrant workers, the "hidden people" whose labor is vital to our economy. They perform menial, labor-intensive farm chores such as weeding and thinning row crops and harvesting fruits and vegetables too fragile to be picked by machine. Their poverty and the conditions in which they live and work constitute a major social and medical problem.

Migrant farm workers have the lowest annual income of all occupational groups in the United States. Wage rates are low and work is irregular. Migrants are not paid for rainy days when work is not available, and they have no guarantee of a minimum number of days' work during a season. Along with this poverty comes a correspondingly high death rate and a concept of health care with its own structure, rationale, and values.

Barriers to Preventive Health Measures for the Poor

Although research demonstrates that those with lower income are less likely to accept or seek preventive or diagnostic health services than those with higher income, it does not provide a simple explanation of why this is so. The cost of the service does not wholly account for the response of those at lower income levels since they are also more prone to avoid presumably free services and refrain to a greater extent from personal health practices which could be undertaken at nominal costs. Consequently, we are left with the perplexing problem of explaining why poorer people are less likely than richer people to take advantage of inexpensive or free health services.

The findings of research on health behavior support the conclusion that there is a culture of poverty that helps explain the health behavior of the poor. It is therefore suggestive that while financial costs may serve as barriers to obtaining health services, their removal would probably not have the effect of creating widespread changes in the health behavior of the poor, at least not in the foreseeable future (Kosa 1969).

The interrelationship between poverty and health is complex and involves many nonmedical factors. Kosa presents four possible reasons that may partially explain the health behavior of the poor:

1. The poor are less well informed than any other social class concerning general health matters. The taking of a preventive or presymptomatic health action on a voluntary, health-motivated basis presumes both knowledge of disease processes and a value and interest in planning for the future. It has generally been shown that those with low incomes possess less information about health and disease than those with high incomes (Rosenblatt and Suchman 1964). This lack of adequate information may serve as a barrier to obtaining health services.

2. The poor have a tendency to use a shorter time horizon as a framework for planning. It has been noted that persons of lower economic status (Simmons 1958) accord greater priority to immediate

rewards than to achievement of long-term goals. In direct contrast, preventive health care requires an orientation toward the future, toward planning, and toward deferment of immediate gratification in the interest of long-range goals. How can one expect the poor to take any kind of preventive health care measures when their basic daily needs are not met? It seems highly unlikely that this will occur without some outside stimulus.

3. The poor are often reluctant to use professional referral and service systems; they depend more upon lay advice. A consideration of the institutional setting in which most health actions are taken may throw further light on economic status and preventive or presymptomatic health action. It is clear that most preventive services require the individual to enter into a professional health system. Yet (Friedson 1961) notes that the lower income groups are more prone to use a lay referral system, at least in the early stages of symptomatology. Only when the lay remedies are exhausted will the poor visit a professional. In view of this, the chances of convincing the poverty group to enter a professional referral system when they are presymptomatic seems remote.

4. The poor often feel powerless in the face of a hostile environment. The poor are indeed powerless in many ways: they are weak politically; they are weak in purchasing power; they are often physically weak because the proper diet is beyond their budget. Herzog (1963) has shown that hostile feelings seem to characterize the poor's response to local government and to social selfare. It seems fairly safe to conclude that these same feelings may transfer to their responses to preventive health measures.

In conclusion, the poor's lack of knowledge concerning health measures, their tendency to use shorter time horizons for planning, their reluctance to use professional referral and service systems, and perhaps their general feeling of powerlessness all suggest that the problem of altering their health action behavior will be highly complex and not susceptible to a simple remedy.

A Curriculum to Prepare Rural and/or Migrant Health Aides

As a partial answer to the problem of increasing preventive health care action by those from the lower socioeconomic group, this writer would like to suggest a curriculum that prepares indigenous persons to work as rural and/or migrant health aides. The curriculum will consist of five modules and be performance-based, student-centered, and product-oriented. The health aides would be closely supervised by a county health department and/or rural migrant health clinic. Of course this would vary since the health care delivery models are different from state to state and even from county to county.

Process of Curriculum Development

Before discussing the performance-based curriculum, it might be advantageous to briefly review the process of curriculum development and revision in vocational education. Here are the steps suggested by the Battelle Columbus Laboratories:

1. Administrative decisions concerning programs to be offered should be based on employment opportunities, students' interest, available resources to support the program, and identification of any constraints that might impede success.
2. The characteristics of students to be served are identified.
3. Performance objectives are developed at each level along with ways to measure their achievement.
4. Causes of study are planned by developing performance objectives for both courses and learner, identifying and planning learning activities, developing strategies and instructional methods to achieve learner objectives, and designing measures to evaluate student performance.
5. Instructional staff, materials, equipment, facilities, and other sources are supplied.
6. Programs and courses are implemented.
7. Student performance is evaluated through achievement of course performance objectives, job placement record, job performance record, and the assessment of student and employer satisfaction.
8. Evaluation results are fed back into the system as tools to effect course and program improvement.

Program Objectives

1. To train indigenous adults to work as rural and migrant health aides for the purpose of encouraging preventive health care.

2. To stress with peer influence the importance of individual responsibility to attain and maintain good health.

Recruitment and Selection of Students

Recruitment of the students will be coordinated by the post-secondary institutions involved in the programs. Assistance will be provided by state and local agencies when appropriate. For example, those agencies already working among the poor, such as social services, may help to identify prospective students. In addition, it is not uncommon for prospective students to be able to identify other likely students.

The suggested curriculum consists of five modules, each module containing measurable performance objectives. The first four modules are to be developed primarily in a classroom setting. The fifth module is an internship training period with a local rural health center or a county health department.

Rural and Migrant Health Aide Program

Module 1

Required Function	Relevent Competencies
1. To work effectively with existing social service agencies	1. Ability to successfully complete and teach the application process for food stamps, medicaid, and medicare.
	2. Knowledge of existing community service agencies and how to work effectively with them.
	3. Ability to serve as a resource to the client concerning the community's social service agencies.

Module 2

Required Function	Relevent Competencies
1. Basic communication skills	1. Ability to plan, organize, and carry out work plans.
	2. Skill in arranging for and keeping appointments for self and client.
	3. Skill in helping the clients overcome their indifference to preventive medical treatment.

Module 2 (cont.)

Required Function	Relevant Competencies
	4. Skill in decision making: a. Defining the problem b. Gathering information c. Identifying alternative solutions d. Action

Module 3

1. To be able to identify observable signs of health problems in children.	1. Ability to describe the most common observable signs of health problems in children.
2. To be able to identify observable signs of health problems in adults.	2. Ability to describe the most common observable signs of health problsms in adults.

Module 4

1. To gain knowledge concerning alcoholism and mental health.	1. Ability to recognize signs of alcohol abuse. 2. Ability to refer a person to an appropriate alcohol treatment program. 3. Ability to refer a requesting individual to an appropriate mental health facility.

Module 5

1. To work effectively as an intern with a county health department and/or a rural migrant health clinic.	1. To practice in a work situation the relevant competencies listed in modules one through four.

The program will be evaluated in terms of achievement of module competencies, job placement records, job performance records, and the assessment of student, client, and employer satisfaction.

Conclusion

It is again obvious that significant changes in the structure of our nation's health care delivery must come before the strong relationship between poverty and poor health can be ameliorated. However, we as vocational educators cannot sit back and wait for others to act; we must plan methods of instruction and training strategies that are effective within the current health delivery models to help better meet the health needs of the poor.

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EVALUATION OF THE CONFERENCE

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The Sixth Annual Pennsylvania Conference on Postsecondary Occupational Education was held on October 2 and 3, 1974. The theme of the conference for this year was "Continuing and Adult Education in Vocational Education." The major goals of the conference were:

1. To provide authoritative presentations on continuing and adult education in vocational education;
2. To provide information to the conference participants that would better enable them to initiate, evaluate, and rejuvenate programs of continuing and adult vocational education in their particular institutional setting;
3. To provide an opportunity for educators and administrators from various institutional backgrounds to exchange ideas and viewpoints concerning continuing and adult vocational education;
4. To continue with the series of cooperative ventures between The Pennsylvania State University and other Pennsylvania institutions that are directed toward making contributions to the overall improvement of occupational education.

Because man's need to know is closely coupled with his wish to judge, an attempt to evaluate the conference and the achievement of its goals was undertaken through the use of a conference evaluation questionnaire.

Approximately three weeks after the conclusion of the conference, a questionnaire was sent to all conference participants except those affiliated with The Pennsylvania State University. On November 12, 1974, a follow-up letter and another questionnaire were sent to all nonrespondents. Of the 79 questionnaires and follow-ups sent, the total responses were 65 returns or a response rate of 83.4 percent. The following evaluative information is based on these responses along with information provided at registration. (See Appendix A for copies of the questionnaire.)

Attendance

Of the 79 persons registered for the sixth annual conference, 32 (40.5 percent) were from community colleges; 28 (35 percent) were from area-vocational-technical schools; 6 (8 percent) were from the Pennsylvania Department of Education; 4 (5 percent) were from private junior colleges; 3 (4 percent) were from private four-year colleges; 2 (2.5 percent) were from secondary schools; 2 (2.5 percent) were from proprietary schools; and 2 (2.5 percent) were from state universities.[1]

The attendance at the various sessions of the conference as reported by the participants showed that Dr. Phyllis Higley's presentation "Lifelong Learning: A Systematic Approach in Health Occupations Education" was the most heavily attended, with 92 percent of those reporting in attendance. This session also had the highest head count with 92 persons in attendance.

The final session of the first day, "Management-by-Objectives for Adult and Continuing Vocational Education," presented by Dr. Raymond Bernabei, was the least attended, with only 60 percent of those reporting in attendance. As in the past, the session following the dinner presentation was among the lowest attended. Several of the comments made, both on the questionnaires and to the staff, indicated that this late session should be discontinued during future conferences.

An interesting point that should also be noted about the attendance pattern is that over the past three years there has been a positive (.63) correlation between the order of the various presentations on the program and the attendance. The overall attendance figures are presented in Table 9.

Exchange of Ideas and Viewpoints

A major goal of this conference was to provide the participants the opportunity to exchange ideas and viewpoints concerning con-

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[1] Members of The Pennsylvania State University faculty and graduate students were not surveyed.

TABLE 9
ATTENDANCE AT CONFERENCE PRESENTATIONS

Presentation	N[a]	%	Rank	Headcount[b]
Holt/"Adult and Continuing Vocational Education: Past, Present, and Future"	57	88	3	86
Higley/"Lifelong Learning: A Systematic Approach to Health Occupations Education"	60	92	1	92
Dorland/"The Role of Continuing and Adult Education in Vocational Education"	54	83	5	83
Homisak/"The Role of the AVTS and the Community College in Continuing Education and Community Services"	59	91	2	65
Gleazer/"Continuing and Adult Education: Role of the Community College"	55	85	4	89
Bernabei/"Implementing a Management-by-Objectives System"	39	60	9	46
Spence/"Problems in Counseling the Vocational Adult and Continuing Education Student"	44	68	7	82
Howard/"Continuing and Adult Education in Correctional Institutions"	41	63	8	57
Weis/"The Changing Role of Adult and Continuing Education for Women"	45	69	6	60

[a] The number reported in attendance from the questionnaire.

[b] The number in attendance, including those persons associated with The Pennsylvania State University and invited guests.

tinuing and adult vocational education. To measure the extent to which this goal was achieved, the participants were asked to rate the presentations on a one to five scale ranging from very much to very little. The results indicated that the dinner presentation "Continuing and Adult Education: Role of the Community College" by Dr. Edmund Gleazer provided the greatest opportunity to exchange ideas and viewpoints on continuing and adult education in vocational education.

The range of scores was very close, with the high being slightly more favorable than halfway between some and much, and the low being less than halfway between some and little. The mean score of 2.67 was slightly over the halfway mark between much and some. The total results are outlined in Table 10.

TABLE 10

EXCHANGE OF IDEAS AND VIEWPOINTS

Presentation	Mean Score[a]	Rank
Holt	2.84	8
Higley	3.35	9
Dorland	2.38	2
Homisak	2.41	3
Gleazer	2.34	1
Bernabei	2.74	6
Spence	2.52	4
Howard	2.64	5
Weis	2.75	7

[a] 1 = very much; 2 = much; 3 = some; 4 = little; 5 = very little.

Theme of the Conference

The conference participants were asked to rate the presentations on the degree to which the theme "Continuing and Adult Education in Vocational Education" was followed. The scores ranged from slightly less than much to slightly more than some, with the mean being very close to the midpoint between the two (2.47).

The conference participants rated Dr. Edmund Gleazer's presentation, "Continuing and Adult Education: Role of the Community College," as following the theme of the conference the most closely, with a mean score very close to much (2.12). The total results are outlined in Table 11.

TABLE 11

ADHERENCE OF PRESENTATIONS TO CONFERENCE THEME

Presentation	Mean Score[a]	Rank
Holt	2.42	5
Higley	2.95	9
Dorland	2.32	3
Homisak	2.24	2
Gleazer	2.12	1
Bernabei	2.56	7
Spence	2.40	4
Howard	2.46	6
Weis	2.88	8

[a] See note to Table 10.

Amount of Information Provided

A third means of evaluating the presentations was on the amount of information provided to the participants. The scores ranged from providing slightly less than much information (2.24) to providing less than some information (3.38) with a mean score of 2.75. The presentation by Dr. Edmund Gleazer, "Continuing and Adult Education: Role of the Community College," was again rated as the best peesentation, providing the most information to the participants. The total results are outlined in Table 12.

TABLE 12

AMOUNT OF INFORMATION PROVIDED BY PRESENTATIONS

Presentation	Mean Score[a]	Rank
Holt	2.80	6
Higley	3.38	9
Dorland	2.71	4
Homisak	2.49	2
Gleazer	2.24	1
Bernabei	2.89	7
Spence	2.52	3
Howard	2.73	5
Weis	3.06	8

[a] See note to Table 10.

Overall Rating of the Presentations

Finally, the participants were asked to evaluate the presentations on an overall rating. As can be expected from the previous results, "Continuing and Adult Education: Role of the Community College" by Dr. Edmund Gleazer was rated as the best with a score of 2.07 or a good rating. The mean score was 2.54 or halfway between a good and a fair rating. The scores ranged from good (2.07) to slightly less than fair (3.17).

An interesting point to note is that a positive (.83) correlation exists between the ratings by the participants on the first three factors (exchange of ideas, following of theme, and amount of information provided) with the overall rating of the presentations. The total results are presented in Table 13.

TABLE 13
OVERALL RATING OF PRESENTATIONS

Presentation	Mean Score[a]	Rank
Holt	2.41	4
Higley	3.17	9
Dorland	2.50	5
Homisak	2.28	2
Gleazer	2.07	1
Bernabei	2.72	7
Spence	2.39	3
Howard	2.52	6
Weis	2.86	8

[a] See note to Table 10.

TABLE 14
SUGGESTED TOPICS FOR FUTURE CONFERENCES

Title	Frequency[a]
Status and Role of Women in Vocational Education	7
Vocational Education for Offenders	8
Vocational Education for the Chronically Unemployed	26
Administration of Secondary and Postsecondary Occupational Education	36
Competency-Based Vocational Education	38
Open University's Role of Adult and Continuing Education	1
Short-Term Career Programs	1
Core Curriculum in Vocational Education	1
Vocational and Continuing Education for Handicapped and Mentally Retarded	1
Community-Based Vocational Education	1
Career Counseling for the Undecided Housewife	1
Role of Administration in Improving Funding of Adult Education	1
Cooperative Education in Vocational Education	1
Legislation Affecting Adult and Continuing Education	1
Recruiting and Training of Adult Instructors	1
Individual Curriculum for Occupationally Oriented Students	1
Cooperation Between the AVTS and Other Higher Education Institutions, Particularly the Community Colleges	2
Manpower Needs vs. Manpower Output	1
Manpower Information: How to Acquire for Local Needs and Program Planning	1

[a] Each participant was asked to make two choices.

Topics for Future Conferences

The final section of the questionnaire queried the participants on their interests for future conferences. They were presented with a list of five choices and a space provided for write-in suggestions. Each participant was asked to indicate two choices. Of the 130 votes cast, the most popular choice was "Competency-Based Vocational Education" with 38 votes, followed very closely by "Administration of Secondary and Postsecondary Occupational Education" with 36 votes. A complete listing of the suggested topics for the Seventh Annual Conference on Postsecondary Occupational Education with their frequency of responses are presented in Table 14.

Participant Suggestions for Improving the Conference

Several of the participants provided suggestions on their questionnaires which they felt would improve the future conferences. Leading this list of suggestions was the idea that discussion and/or workshops should be the method of presentations rather than the lecture-type presentations. This idea may have also been the reason for the lower ratings of the presentations at the sixth annual conference as compared to earlier conferences.

The other two suggestions were tied for the number of times mentioned. They were (1) the after-dinner session should be discontinued and (2) the evaluative questionnaire should be distributed during the final session of the conference so that the presentations are still fresh in the participants' minds.

Conclusions

The percent of attendance reported from the questionnaires was 74 percent. The average headcount which included those associated with The Pennsylvania State University was 73 individuals per session.

From the ratings of the presentations by the conference participants, it is felt that the sixth annual conference was quite successful in achieving its goals.

We hope to see you next year.

Appendix A:

Conference Evaluation Questionnaire

Presentations (Circle choice)	Which events did you attend? Please check the boxes that apply.	To what extent did the *exchange* of ideas and viewpoints on Continuing and Adult Education in Vocational Education take place? Please use the scale: 1 = very much; 2 = much; 3 = some; 4 = little; 5 = very little.	Rate the presentations of the conference on the degree to which the theme "Continuing and Adult Education in Vocational Education" was followed, using the scale: 1 = very much; 2 = much; 3 = some; 4 = little; 5 = very little.	Rate all the presentations as to the amount of information provided to you, using the scale: 1 = very much; 2 = much; 3 = some; 4 = little; 5 = very little.
Alfred S. Holt—"Adult and Continuing Vocational Education: Past, Present, and Future"		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Phyllis Higley—"Lifelong Learning: A Systematic Approach in Health Occupations Education"		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
James Dorland—"The Role of Continuing and Adult Education in Vocational Education"		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Wm. Homisak—"The Role of the AVTS and the Community College in Continuing Education and Community Services"		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Edmund Gleazer, Jr.—"Continuing and Adult Education: Role of the Community College"		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Raymond Bernabei—"Implementing a Management-by-Objectives System"		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Charles Spence—"Problems in Counseling the Vocational Adult and Continuing Education Student"		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Ronnalie R. Howard—"Continuing and Adult Education in Correctional Institutions"		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Susan Weis—"The Changing Role of Adult and Continuing Education for Women"		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Major papers were presented at the conference by Holt, Higley, Dorland, Homisak, Gleazer, Bernabei, Spence, Howard, and Weis. Please give an overall rating to each of these presentations using the scale: 1 = very good; 2 = good; 3 = fair; 4 = poor; and 5 = very poor.

Circle Choice			
1 2 3 4 5	Alfred S. Holt	–	"Adult and Continuing Vocational Education: Past, Present, and Future"
1 2 3 4 5	Phyllis Higley	–	"Lifelong Learning: A Systematic Approach to Health Occupations Education
1 2 3 4 5	James Dorland	–	"The Role of Continuing and Adult Education in Vocational Education"
1 2 3 4 5	William Homisak	–	"The Role of the AVTS and the Community College in Continuing Education and Community Services"
1 2 3 4 5	Edmund Gleazer	–	"Continuing and Adult Education: Role of the Community College"
1 2 3 4 5	Raymond Bernabei	–	"Implementing a Management-by-Objectives System"
1 2 3 4 5	Charles Spence	–	"Problems in Counseling the Vocational Adult and Continuing Education Student"
1 2 3 4 5	Ronnalie J. Howard	–	"Continuing and Adult Education in Correctional Institutions"
1 2 3 4 5	Susan Weis	–	"The Changing Role of Adult and Continuing Education for Women"

As participants in the Sixth Annual Pennsylvania Conference on Postsecondary Occupational Education, we are asking for your suggestions for possible topics for next year's conference theme. In the check list below, please indicate your two (first and second) most preferred topics of interest. Note: If you have suggestions other than those listed, please write them in the space provided below in number 6.

( ) 1. Status and Role of Women in Vocational Education

( ) 2. Vocational Education for Offenders

( ) 3. Vocational Education for the Chronically Unemployed

( ) 4. Administration of Secondary and Postsecondary Occupational Education

( ) 5. Competency-Based Vocational Education

( ) 6. ______________________________

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Appendix B:

Conference Format and Speakers

SIXTH ANNUAL CONFERENCE ON POSTSECONDARY OCCUPATIONAL EDUCATION

October 2-3, 1974
J. Orvis Keller Conference Center

Theme: "Continuing and Adult Education in Vocational Education"

PROGRAM

Wednesday, October 2, 1974

11:00 a.m. Registration – Lobby, Keller Building

12:00 Noon Lunch – Multipurpose Room, Ground Floor, Keller Building

12:30 p.m. Room 402-03 Keller Building

Chairperson: Mr. Carl E. Herr, Consultant
Adult and Postsecondary Vocational Education
Pennsylvania Department of Education

Welcome: Dr. G. Lester Anderson, Director
Center for the Study of Higher Education
The Pennsylvania State University

Speaker: Mr. Alfred S. Holt
Former Chief of the Division of Continuing Education

Topic: Adult and Continuing Vocational Education: Past, Present, and Future

1:15 Session I

Chairperson: Dr. S. V. Martorana
Professor of Higher Education and Research Associate
Center for the Study of Higher Education
The Pennsylvania State University

Speaker: Dr. Phyllis Higley
School of Health Related Professions
State University of New York at Buffalo

Topic: Lifelong Learning: A Systematic Approach in Health Occupations Education

2:00 Session II

Chairperson: Mrs. Ethel K. Matthews, Advisor
Division of Adult Education
Bureau of Vocational Education
Pennsylvania Department of Education

Speaker: Dr. James Dorland, Executive Director
National Association for Public Continuing and Adult Education

Topic: The Role of Continuing and Adult Education in Vocational Education

3:00 Coffee Break – Multipurpose Room

3:30 **Session III**

Chairperson: Mr. James Kistler
Director of Community Services
Lehigh County Community College

Speaker: Dr. William Homisak
Director of Community Services and Continuing Education
Williamsport Area Community College

Topic: The Role of the AVTS and the Community College in Continuing Education and Community Services

4:30 Adjourn

5:30 Social Hour – Cash Bar – Nittany Lion Inn, Fireside Lounge

6:30 Dinner – Nittany Lion Inn, Penn State Room

Host: Dr. Stanley Ikenberry
Senior Vice-President for University Development and Relations

Introduction of Speaker: Dr. James Hammons
Research Associate
Center for the Study of Higher Education
The Pennsylvania State University

Speaker: Dr. Edmund Gleezer, Jr., President
American Association of Community and Junior Colleges

Topic: Continuing and Adult Education: Role of the Community College

8:30 p.m. **Session IV** Room 402-03, Keller Building

Chairperson: Mr. William C. Downs
Director of Vocational Education
Central Westmoreland County AVTS

Speaker: Dr. Raymond Bernabei
Assistant Executive Director
Bucks County Public Schools
Head of Curriculum and Instructional Services Division

Topic: Management-by-Objectives for Adult and Continuing Vocational Education

Thursday, October 3, 1974

8:00 a.m. Breakfast – Nittany Lion Inn, Penn State Room

Chairperson: Mr. Edward Mann, Graduate Assistant
Department of Vocational Education
The Pennsylvania State University

Speaker: Dr. Charles Spence, Dean of Students
Butler County Community College

Topic: Problems in Counseling the Vocational Adult and Continuing Education Student

9:30 a.m. Session V – Room 402-03, Keller Building

Chairperson: Dr. Rutherford Lockette, Chairman
Department of Vocational Education
University of Pittsburgh

Speaker: Dr. Ronnalie Roper Howard
Pennsylvania Bureau of Correction Education

Topic: Continuing and Adult Education in Correctional Institutions

10:15 Coffee Break – Multipurpose Room

10:45 Session VI

Chairperson: Mr. Thomas Feeney
Director of Community Services
Montgomery County Community College

Speaker: Dr. Susan Weis
Assistant Professor of Home Economics
The Pennsylvania State University

Topic: The Changing Role of Adult and Continuing Education for Women

12:00 Noon Lunch – Multipurpose Room

12:30 p.m. Room 402-03

Chairperson: Mr. Robert Sheppard, Advisor
Division of Two-Year Programs
Pennsylvania Department of Education

Speaker: Dr. Angelo C. Gilli, Sr.
Professor of Vocational Education
The Pennsylvania State University

Topic: Summary of the Conference

Appendix C:

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Center for the Study of Higher Education
The Pennsylvania State University

The Center for the Study of Higher Education was established in January 1969 to study higher education as an area of scholarly inquiry and research. Dr. G. Lester Anderson, its director, is aided by a staff of twenty, including five full-time researchers, and a cadre of advanced graduate students and supporting staff.

The Center's studies are designed to be relevant not only to the University and the Commonwealth of Pennsylvania, but also to colleges and universities throughout the nation. The immediate focus of the Center's research falls into the broad areas of governance, graduate and professional education, and occupational programs in two-year colleges.

Research reports, monographs, and position papers prepared by staff members of the Center can be obtained on a limited basis. Inquiries should be addressed to the **Center for the Study of Higher Education, 101 Rackley Building, The Pennsylvania State University, University Park, Pennsylvania, 16802.**

SELECTED PUBLICATIONS AVAILABLE FROM THE CENTER FOR THE STUDY OF HIGHER EDUCATION

Monographs

The College Student Grant Study, Jonathan D. Fife, May 1975.

Faculty Voting Behavior in the Temple University Collective Bargaining Elections, Kenneth P. Mortimer and Naomi V. Ross, with the assistance of Michael E. Shorr and Cheryl Toronyi, April 1975.

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Innovative Programs in Education for the Professions, Larry L. Leslie, June 1974.

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Anatomy of a Collective Bargaining Election in Pennsylvania's State-Owned Colleges, G. Gregory Lozier and Kenneth P. Mortimer, February 1974.

Variability in Faculty Perception of the Legitimacy of Decision Making at Nine Pennsylvania Institutions, David W. Leslie, November 1973.

Human Services Occupations in the Two-Year College: A Handbook, Theodore E. Kiffer and Martha Burns, May 1972.

Institutional Self-Study at The Pennsylvania State University, Kenneth P. Mortimer and David W. Leslie (eds.), December 1970.

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The Comm-Bacc Study: Postbaccalaureate Activities of Degree Recipients from Pennsylvania Institutions 1971–72, William Toombs, August 1973, Report No. 23.

Students and Unions, Neil S. Bucklew, July 1973, Report No. 22.

Compensatory Education in Two-Year Colleges, James L. Morrison and Reynolds Ferrante, April 1973, Report No. 21.

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Collective Bargaining: Implications for Governance, Kenneth P. Mortimer and G. Gregory Lozier, July 1972, Report No. 17.

Productivity and the Academy: The Current Condition, William Toombs, May 1972, Report No. 16. (Out of print.)

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The Fifth Annual Pennsylvania Conference on Postsecondary Occupational Education, Angelo C. Gillie (ed.), June 1974.

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The University and the Arts: A Preliminary Annotated Bibliography, Ann Kieffer Bragg, May 1974.

Selected Bibliography in Higher Education, September 1969; revised April 1972; revised August 1974.

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Larry L. Leslie, *A Case for Low Tuition*, November 1974.

Ann Kieffer Bragg and G. Lester Anderson, *Journals of Education for the Professions: A Preliminary Study*, May 1974.

Ralph L. Boyers in collaboration with Robert E. Sweitzer, *Collective Bargaining in Pennsylvania: A Summary of Collective Bargaining Agreements*, August 1973.

Naomi V. Ross, *Community College Teacher Preparation Programs in the U.S.: A Bibliography with Introductory Notes*, August 1972.